

THE NATIONAL COLLEGIATE  
ATHLETIC ASSOCIATION

PROCEEDINGS OF THE  
THIRTEENTH ANNUAL CONVENTION  
HELD AT  
NEW YORK CITY  
DECEMBER 27, 1918

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PROCEEDINGS OF THE THIRTEENTH ANNUAL  
CONVENTION OF THE NATIONAL COL-  
LEGIATE ATHLETIC ASSOCIATION,  
DECEMBER 27, 1918.

OFFICERS OF THE ASSOCIATION.  
1919.

PRESIDENT.

Brigadier-General Palmer E. Pierce, U. S. A., Washington, D. C.

VICE PRESIDENT.

Dean Samuel W. Beyer, Iowa State College, Ames, Iowa.

SECRETARY-TREASURER.

Dean Frank W. Nicolson, Wesleyan University, Middletown, Conn.

EXECUTIVE COMMITTEE.

(In addition to the president and secretary, *ex officio*.)

First District, President K. C. M. Sills, Bowdoin College.  
Second District, Dr. R. Tait McKenzie, University of Pennsylvania.  
Third District, Professor Albert Lefevre, University of Virginia.  
Fourth District, Professor C. S. Brown, Vanderbilt University.  
Fifth District, Professor Thomas E. French, Ohio State University.  
Sixth District, Professor C. C. Williams, University of Kansas.  
Seventh District (to be appointed).  
Eighth District, Professor R. H. Motten, Colorado College.  
Ninth District, Professor F. W. Bohler, Washington State College.

ROLL OF MEMBERS.

COLLEGES AND UNIVERSITIES.

Allegheny College, Meadville, Pa., William H. Crawford, D. D., LL. D.,  
President.  
Amherst College, Amherst, Mass., Alexander Meiklejohn, Ph. D., LL. D.,  
President.  
Bates College, Lewiston, Maine, George C. Chase, D. D., LL. D., President.  
Bowdoin College, Brunswick, Maine, Kenneth C. M. Sills, LL. D., Presi-  
dent.  
Brown University, Providence, R. I., William Herbert Perry Faunce,  
D. D., LL. D., President.  
Carleton College, Northfield, Minn., Donald J. Cowling, D. D., President.  
Carnegie Institute of Technology, Pittsburgh, Pa., Arthur A. Hamerschlag,  
D. Sc., Director.  
Case School of Applied Science, Cleveland, Ohio, Charles S. Howe, Ph. D.,  
Sc. D., President.



Catholic University of America, Washington, D. C., Right Rev. T. J. Shahan, D. D., President.  
 Colgate University, Hamilton, N. Y., E. B. Bryan, LL. D., L. H. D., President.  
 College of the City of New York, New York, N. Y., Sidney E. Mezes, Ph. D., LL. D., President.  
 College of Wooster, Wooster, Ohio, J. Campbell White, LL. D., President.  
 Columbia University, New York, N. Y., Nicholas Murray Butler, Ph. D., LL. D., President.  
 Connecticut Agricultural College, Storrs, Conn., Charles L. Beach, B. S., President.  
 Dartmouth College, Hanover, N. H., Ernest M. Hopkins, LL. D., President.  
 Denison University, Granville, Ohio, Clark W. Chamberlain, Ph. D., President.  
 Dickinson College, Carlisle, Pa., J. H. Morgan, Ph. D., D. D., LL. D., President.  
 Drake University, Des Moines, Iowa, H. M. Bell, LL. D., President.  
 Franklin and Marshall College, Lancaster, Pa., Rev. Henry H. Apple, D. D., LL. D., President.  
 Georgia School of Technology, Atlanta, Ga., K. G. Matheson, LL. D., President.  
 Grinnell College, Grinnell, Iowa, John H. T. Main, Ph. D., LL. D., President.  
 Hamilton College, Clinton, N. Y., Frederick C. Ferry, Sc. D., LL. D., President.  
 Harvard University, Cambridge, Mass., Abbott Lawrence Lowell, LL. D., Ph. D., President.  
 Haverford College, Haverford, Pa., W. W. Comfort, Ph. D., Litt. D., President.  
 Indiana University, Bloomington, Ind., William L. Bryan, Ph. D., LL. D., President.  
 International Y. M. C. A. College, Springfield, Mass., L. L. Doggett, Ph. D., President.  
 Iowa State College, Ames, Iowa, Raymond A. Pearson, LL. D., President.  
 Johns Hopkins University, Baltimore, Md., Frank J. Goodnow, LL. D., President.  
 Lafayette College, Easton, Pa., John H. MacCracken, Ph. D., LL. D., President.  
 Lehigh University, S. Bethlehem, Pa., Henry S. Drinker, E. M., LL. D., President.  
 Leland Stanford, Jr., University, Stanford University, Cal., Dr. Ray L. Wilbur, President.  
 Massachusetts Agricultural College, Amherst, Mass., Kenyon L. Butterfield, LL. D., President.  
 Mount Union College, Alliance, Ohio, W. H. McMaster, M. A., President.  
 New Hampshire College, Durham, N. H., Ralph D. Hetzel, LL. B., President.  
 New York University, New York, N. Y., Elmer Ellsworth Brown, LL. D., Chancellor.  
 North Carolina College of Agriculture and Mechanic Arts, West Raleigh, N. C., W. C. Riddick, C. E., President.  
 Northwestern University, Evanston, Ill., Thomas F. Holgate, LL. D., President.  
 Oberlin College, Oberlin, Ohio, Rev. Henry C. King, D. D., LL. D., President.  
 Ohio State University, Columbus, Ohio, William O. Thompson, D. D., LL. D., President.  
 Ohio University, Athens, Ohio, Alston Ellis, Ph. D., LL. D., President.

Ohio Wesleyan University, Delaware, Ohio, J. W. Hoffman, D. D., President.  
 Oregon State Agricultural College, Corvallis, Ore., Wm. J. Kerr, D. Sc., President.  
 Pennsylvania State College, State College, Pa., Edwin E. Sparks, Ph. D., LL. D., President.  
 Princeton University, Princeton, N. J., John G. Hibben, Ph. D., LL. D., President.  
 Purdue University, Lafayette, Ind., Winthrop E. Stone, LL. D., President.  
 Rice Institute, Houston, Texas, Edgar O. Lovett, Ph. D., LL. D., President.  
 Rutgers College, New Brunswick, N. J., Rev. W. H. S. Demarest, D. D., President.  
 State University of Iowa, Iowa City, Iowa, Walter A. Jessup, Ph. D., President.  
 Stevens Institute of Technology, Hoboken, N. J., A. C. Humphreys, Sc. D., LL. D., President.  
 Swarthmore College, Swarthmore, Pa., Joseph Swain, M. S., LL. D., President.  
 Syracuse University, Syracuse, N. Y., Rev. J. R. Day, S. T. D., D. C. L., LL. D., L. H. D., Chancellor.  
 Texas Agricultural and Mechanical College, College Station, Tex., W. B. Bizzell, D. C. L., President.  
 Trinity College, Hartford, Conn., Flavel S. Luther, LL. D., President.  
 Tufts College, Medford, Mass., Hermon C. Bumpus, Ph. D., President.  
 Union College, Schenectady, N. Y., Rev. C. A. Richmond, D. D., President.  
 United States Military Academy, West Point, N. Y., Colonel John Biddle, U. S. A., Superintendent.  
 University of Akron, Akron, Ohio, Parke R. Kolbe, Ph. D., President.  
 University of Chicago, Chicago, Ill., Harry P. Judson, LL. D., President.  
 University of Colorado, Boulder, Colo., Livingston Farrand, M. A., M. D., President.  
 University of Georgia, Athens, Ga., David C. Barrow, A. M., LL. D., President.  
 University of Illinois, Urbana, Ill., Edmund J. James, LL. D., President.  
 University of Kansas, Lawrence, Kans., Frank Strong, Ph. D., LL. D., Chancellor.  
 University of Michigan, Ann Arbor, Mich., Harry B. Hutchins, LL. D., President.  
 University of Minnesota, Minneapolis, Minn., Marion L. Burton, Ph. D., D. D., President.  
 University of Missouri, Columbia, Mo., A. Ross Hill, Ph. D., LL. D., President.  
 University of Nebraska, Lincoln, Neb., Samuel Avery, Ph. D., Chancellor.  
 University of North Carolina, Chapel Hill, N. C., Edward K. Graham, LL. D., President.  
 University of Oklahoma, Norman, Okla., Stratton D. Brooks, LL. D., President.  
 University of Pennsylvania, Philadelphia, Pa., Edgar F. Smith, Ph. D., LL. D., Provost.  
 University of Pittsburgh, Pittsburgh, Pa., Samuel B. McCormick, D. D., LL. D., Chancellor.  
 University of Rochester, Rochester, N. Y., Rush Rhees, D. D., LL. D., President.  
 University of the South, Sewanee, Tenn., Right Rev. A. W. Knight, D. D., Chancellor.  
 University of Tennessee, Knoxville, Tenn., Brown Ayres, Ph. D., LL. D., President.  
 University of Texas, Austin, Texas, R. E. Vinson, D. D., LL. D., President.



University of Virginia, Charlottesville, Va., Edwin A. Alderman, D. C. L., LL. D., President.  
 University of Wisconsin, Madison, Wis., Charles R. Van Hise, Ph. D., LL. D., President.  
 Ursinus College, Collegeville, Pa., George L. Omwake, Ph. D., President.  
 Vanderbilt University, Nashville, Tenn., J. H. Kirkland, Ph. D., D. C. L., LL. D., Chancellor.  
 Washington and Jefferson College, Washington, Pa., Frederick W. Hinitt, Ph. D., D. D., LL. D., President.  
 Washington and Lee University, Lexington, Va., Henry L. Smith, Ph. D., President.  
 Wesleyan University, Middletown, Conn., William Arnold Shanklin, L. H. D., LL. D., President.  
 Western Reserve University, Cleveland, Ohio, Charles F. Thwing, D. D., LL. D., President.  
 Westminster College, New Wilmington, Pa., W. Charles Wallace, D. D., President.  
 West Virginia University, Morgantown, W. Va., Frank B. Trotter, LL. D., President.  
 Williams College, Williamstown, Mass., Harry A. Garfield, LL. D., President.  
 Yale University, New Haven, Conn., Arthur T. Hadley, LL. D., President.

## JOINT MEMBERS.

The Kansas Intercollegiate Athletic Conference, comprising:

|                               |                             |
|-------------------------------|-----------------------------|
| Kansas Normal College.        | Ottawa University.          |
| Washburn College.             | Friends' University.        |
| Fairmount College.            | McPherson College.          |
| College of Emporia.           | Cooper College.             |
| Bethany College.              | Kansas Wesleyan University. |
| Southwestern College.         | Hays Normal College.        |
| St. Mary's College.           | Midland College.            |
| Baker University.             | Bethel College.             |
| State Manual Training School. | St. John's College.         |

The Iowa Athletic Conference, comprising:

|                           |                        |
|---------------------------|------------------------|
| Coe College.              | Leander Clark College. |
| Cornell College.          | Simpson College.       |
| Grinnell College.         | Penn College.          |
| Highland Park College.    | Des Moines College.    |
| Iowa Wesleyan University. | Parsons College.       |

The Rocky Mountain Faculty Athletic Conference, comprising:

|                                 |                                |
|---------------------------------|--------------------------------|
| University of Colorado.         | University of Utah.            |
| Colorado State School of Mines. | Utah Agricultural College.     |
| Colorado College.               | Colorado Agricultural College. |
| University of Denver.           | Montana State College.         |

The Illinois Intercollegiate Athletic Association, comprising:

|                                |  |
|--------------------------------|--|
| Bradley Polytechnic Institute. | McKendree College.                         |
| State Normal University.       | Carthage College.                          |
| Hedding College.               | Eastern Illinois State Normal University.  |
| Eureka College.                | Augustana College.                         |
| Illinois College.              | Southern Illinois State Normal University. |
| Lincoln College.               | Blackburn College.                         |
| Lombard College.               | Western Illinois State Normal University.  |
| James Millikin University.     | St. Viator College.                        |
| Illinois Wesleyan University.  |  |
| William and Vashti College.    |  |
| Shurtleff College.             |  |

The Southwest Athletic Conference, comprising:

|                         |                              |
|-------------------------|------------------------------|
| University of Oklahoma. | Southwestern University.     |
| University of Arkansas. | A. & M. College of Texas.    |
| Baylor University.      | A. & M. College of Oklahoma. |
| University of Texas.    |                              |

The Pacific Northwest Intercollegiate Conference, comprising:

|                              |                       |
|------------------------------|-----------------------|
| University of Washington.    | University of Oregon. |
| Oregon Agricultural College. | University of Idaho.  |
| Washington State College.    | Whitman College.      |
| University of Montana.       |                       |

## ASSOCIATE MEMBERS.

Hartford Public High School, Hartford, Conn.  
 Lawrenceville School, Lawrenceville, N. J.  
 Mercersburg Academy, Mercersburg, Pa.  
 New York Military Academy, Cornwall-on-Hudson, N. Y.  
 Phillips Academy, Andover, Mass.  
 Phillips Exeter Academy, Exeter, N. H.  
 University School, Cleveland, Ohio.



## PROCEEDINGS.

The Thirteenth Annual Convention of the National Collegiate Athletic Association met, pursuant to the call of the executive committee, at Hotel Astor, New York, Friday, December 27, 1918, at 10.30 a.m., Vice President Beyer in the chair.

The proceedings of the last convention having been issued in printed form, the reading of the minutes was dispensed with.

The secretary stated that, instead of a roll call, printed slips had been distributed on which those present should record their names. The record thus obtained is as follows:

### I. Members (if more than one name is given, the first is that of the accredited delegate):

Allegheny College: President William H. Crawford.  
 Amherst College: Professor Paul C. Phillips, Professor A. W. Marsh, Dean George D. Olds.  
 Bowdoin College: President Kenneth C. M. Sills, Mr. John J. Magee.  
 Brown University: Professor Fred W. Marvel.  
 Carnegie Institute of Technology: Mr. E. Esquerré.  
 Case School of Applied Science: Professor H. F. Pasini.  
 College of the City of New York: Professor Frederic A. Woll, Mr. Lionel B. McKenzie, Professor Nelson P. Mead, Professor Paul Laurel, Professor Daniel W. Redmond.  
 College of Wooster: Director L. C. Boles.  
 Columbia University: Dr. George L. Meylan, Mr. Frank D. Fackenthal, Dr. Edward S. Elliott, Mr. Levering Tyson, Mr. Charles H. Mapes.  
 Dartmouth College: Professor C. E. Bolser, Mr. H. G. Pender, Professor J. W. Bowler.  
 Denison University: Professor Walter J. Livingston.  
 Dickinson College: President J. H. Morgan.  
 Drake University: Captain John L. Griffith.  
 Franklin and Marshall College: Professor H. H. Beck.  
 Georgia School of Technology: Professor J. B. Crenshaw, Mr. Y. W. Freeman, Mr. J. W. Heisman.  
 Grinnell College: Professor John P. Sprague.  
 Hamilton College: Director Albert I. Prettyman.  
 Harvard University: Dean L. B. R. Briggs, Major Fred W. Moore, Dean Henry A. Yeomans, Mr. Carl L. Schrader.  
 Haverford College: Dr. Michael S. Bennett.  
 International Y. M. C. A. College: Professor Elmer Berry, Mr. L. C. Schroeder.  
 Iowa State College: Dean S. W. Beyer.  
 Johns Hopkins University: Dr. R. T. Abercrombie, Captain B. R. Murphy.  
 Lehigh University: Professor H. R. Reiter.  
 Massachusetts Agricultural College: Mr. Lawrence S. Dickinson.  
 Mount Union College: Mr. G. E. Allott, Mr. V. C. Snyder, Rev. W. B. West.  
 New Hampshire State College: Professor W. H. Cowell.  
 Oberlin College: Professor C. W. Savage, Professor T. N. Metcalf.  
 Ohio State University: Professor L. W. St. John, Dr. C. M. Douthitt, Professor J. W. Wilce.

Ohio Wesleyan University: Professor P. K. Holmes, Professor H. W. Ewing.  
 Pennsylvania State College: Director Hugo Bezdek, Mr. N. M. Fleming.  
 Princeton University: Dr. Joseph E. Raycroft, Dean Howard McClenahan, Dr. N. B. Tooker.  
 Purdue University: Professor O. F. Cutts.  
 Rutgers College: Dean Louis Bevier, Professor F. H. Dodge.  
 Stevens Institute of Technology: Director John A. Davis, Mr. L. R. Durborow.  
 Swarthmore College: Dr. Samuel C. Palmer, Mr. Frank W. Fetter, Dr. E. LeRoy Mercer, Mr. Charles C. Miller.  
 Trinity College: Professor H. C. Swan.  
 Tufts College: Mr. Richard C. Smith.  
 Union College: Professor Howard Opdyke, Mr. George H. Daley.  
 United States Military Academy: Captain M. B. Ridgway.  
 University of Akron: Director Frederick Sefton.  
 University of Chicago: Professor A. A. Stagg, Professor Albion W. Small, Dr. Dudley B. Reed.  
 University of Colorado: Professor J. W. Woodrow.  
 University of Georgia: Dr. S. V. Sanford, Mr. Hugh H. Gordon, Jr.  
 University of Kansas: Professor W. O. Hamilton.  
 University of Michigan: Professor Ralph W. Aigler, Mr. S. W. Sedgwick, Director P. G. Bartelme, Dr. G. A. May.  
 University of Minnesota: Dr. H. L. Williams.  
 University of Pennsylvania: Dean William McClellan, Professor R. Tait McKenzie, Mr. Edward R. Bushnell, Mr. John A. Brown.  
 University of Pittsburgh: Director Charles S. Miller, Mr. George W. Ehler.  
 University of Rochester: Professor Edwin Fauver.  
 University of the South: Mr. Telfair Hodgson.  
 University of Virginia: Professor W. A. Lambeth.  
 Vanderbilt University: Professor Charles S. Brown.  
 Wesleyan University: Dean Frank W. Nicolson, Professor Edgar Fauver, Mr. Emil S. Liston.  
 Western Reserve University: Professor H. W. Mountcastle.  
 West Virginia University: Director H. A. Stansbury.  
 Williams College: Professor W. H. Doughty, Jr., Mr. E. H. Botsford, Mr. J. R. Hamilton.  
 Yale University: Professor Robert N. Corwin, Dr. W. G. Anderson, Mr. H. S. Anderson.

### II. Associate Members:

Hartford High School: Mr. L. W. Allen.  
 Lawrenceville School: Mr. Lory Prentiss.  
 New York Military Academy: Mr. H. M. Scarborough, Mr. Victor A. Schmidt.  
 University School: Mr. Maurice Briggs, Mr. G. A. Lemke.

### III. Local Conferences (Joint Members):

Kansas Intercollegiate Athletic Association: Mr. Ernest E. Bearg.  
 Rocky Mountain Faculty Athletic Conference: Professor J. W. Woodrow.

### IV. Non-Members:

#### 1. Colleges:

Cornell College: Mr. Isidoro Panlasigni.  
 Cornell University: Professor C. V. P. Young.



Georgetown University: Mr. Charles R. Cox.  
 Hampden-Sidney College: Mr. M. G. Latimer.  
 Holy Cross College: Mr. T. J. Faherty.  
 Howard University: President J. Stanley Durkee.  
 Michigan Agricultural College: Mr. George E. Gauthier.  
 Michigan State Normal College: Professor P. B. Samson.  
 Middlebury College: Professor A. M. Brown.  
 Normal College (Indianapolis): Professor Emil Rath.  
 Pratt Institute: Mr. Fred D. Wright.  
 Rensselaer Polytechnic Institute: Professor W. C. Batchelor.  
 Rhode Island State College: Professor M. H. Tyler.  
 Southwestern Presbyterian University: Professor Clyde Pharr.  
 University of Cincinnati: Dr. W. R. Morrison.  
 University of Florida: Professor J. W. Norman.  
 University of Maine: President Robert J. Aley, Mr. A. D. T. Libby.  
 Wellesley College: Professor William Skarstrom, Mr. Franklin C. Fette.  
 Y. M. C. A. College (Chicago): Mr. John G. Hoffer.

## 2. Schools:

Adelphi Academy: Mr. A. C. Banks.  
 Groton School: Mr. William J. Jacomb.  
 Haverhill Public Schools: Mr. George W. Watson.  
 Long Branch Public Schools: Mr. George A. Batchelor.  
 Montclair High School: Mr. A. R. Silvester.  
 Mount Vernon Public Schools: Director Frank B. McGovern.  
 Worcester Academy: Director Robert J. Delahanty.

## 3. Local Conferences:

Southern California Conference: Dr. Edward P. Bartlett.  
 Ohio Athletic Conference: Professor Frank R. Van Horn.  
 Missouri Valley Conference: Dean S. W. Beyer.  
 Western Intercollegiate Conference: Professor Thomas E. French.

## 4. Individuals:

Mr. E. A. Bauer.  
 Mr. Harry E. Brown, Detroit, Mich.  
 Lieutenant L. R. Burnett, Garden City, L. I.  
 Mr. Daniel Chase, Albany, N. Y.  
 Mr. Robert C. Cubbon, Atlanta, Ga.  
 Mr. William H. Geer, Military Training Commission of New York.  
 Mr. William J. Hazel.  
 Mr. L. S. Hill, Albany, N. Y.  
 Mr. George T. Hepburn, New York City.  
 Mr. L. E. Mason, Military Training Commission of New York.  
 Mr. G. N. Messer, Military Training Commission of New York.  
 Colonel Frank P. Morrow, Gen. Staff, U. S. A., War Dept. Commission on Education and Special Training.  
 Mr. Hubert M. Sedgwick, Navy Commission on Training Camp Activities.  
 Mr. George E. Stock, Y. M. C. A., New York City.  
 Lieutenant H. W. S. Van Arsdale, Elizabeth, N. J.  
 Major R. J. Mitchell, War Dept. Committee on Education and Special Training.  
 Mr. S. Metzger, Y. M. C. A., Bedford, Pa.  
 Mr. S. H. Pearl, Detroit, Mich.

The following papers were then presented:

The presidential address, by Dean S. W. Beyer, Iowa State College. (See page 36.)

"Physical Training and Athletics in the French Army," Dr. G. L. Meylan, Columbia University. (See page 39.)

"The Reconstruction Program for Physical Education in the Colleges," Dean J. R. Angell, University of Chicago. (See page 44.)

"The War Department Commission on Training Camp Activities: To what extent can its plans and methods be adopted by the colleges?"

(a) "Suggestions for Colleges from the Army Experience in Physical Training," Dr. J. E. Raycroft, member of the Commission. (See page 54.)

(b) "Suggestions from the Field," Captain J. L. Griffith, in charge of the work at Camp Pike. (See page 62.)

"Report of a Discussion in the Athletic Research Society on Reconstruction of College Athletics," Dr. G. L. Fisher, Director of the Physical Work Bureau Y. M. C. A. (See page 67.)

"Universal Physical Education and the N. C. A. A.," Dr. T. A. Storey, New York State Inspector of Physical Training. (See page 69.)

The vice president appointed the following committee on nominations: Professor L. W. St. John, Ohio State University, chairman; President K. C. M. Sills, Bowdoin College; Professor W. A. Lambeth, University of Virginia; Professor H. Opdyke, Union College; Professor J. B. Crenshaw, Georgia School of Technology; Professor J. W. Woodrow, University of Colorado; Professor W. O. Hamilton, University of Kansas.

On recommendation of the executive committee it was voted:

(1) That a committee on resolutions be appointed, consisting of Professor C. W. Savage, Oberlin College, Professor R. N. Corwin, Yale University, Dean L. B. R. Briggs, Harvard University, Dean William McClellan, University of Pennsylvania, and Professor J. B. Crenshaw, Georgia School of Technology, to draw up resolutions to be presented at the evening session, expressing the spirit of the Association as developed in the addresses of the morning and in the later discussion.

(2) That a committee, consisting of Dr. J. E. Raycroft, Princeton University, Dr. J. H. McCurdy, International Y. M. C. A. College, and Captain J. L. Griffith, Drake University, now at Camp Pike, be appointed to serve through the year and to act as a medium of communication between the Association and the colleges and universities of the country. The committee are to present to the governing bodies of the colleges, by circulars, letters, personal visits, or otherwise, the ideals of the



Association, and to use their influence to see that these ideals are put into actual practice, so far as possible, throughout the country.

The convention took a recess at 12.20 p.m.

### AFTERNOON SESSION.

The Association reassembled at 2.00 p.m.

The secretary presented the report of the executive committee, and the following recommendations of the committee were accepted and adopted:

(1) To adopt the following resolution:

Whereas, the aim of intercollegiate athletics is to promote the welfare of undergraduates by providing competition in sports which develop the player mentally and morally, as well as physically, and

Whereas, those sports which can be played without elaborate equipment and training are best adapted to the needs of the majority of undergraduates, and

Whereas, tennis develops an alert mentality and high standards of sportsmanship, provides vigorous exercise, and is a game that can be played throughout life, now therefore,

Be it Resolved that the National Collegiate Athletic Association recommend to its members

(a) That they provide sufficient tennis courts to accommodate the requirements of the student body;

(b) That they accord recognition to the tennis team equivalent to that given the institution's representatives in other lines of sport.

(2) That Dr. J. E. Raycroft and the secretary of the Association be appointed a committee to make representations to the proper authorities at Washington with a view to securing the exemption of college student activities, athletic and otherwise, from the war tax on receipts. If unable to secure such exemption, the committee are to try to secure uniformity of administration throughout the country.

(3) That the Association favor the organization of a federation of associations in the country interested in athletics, and authorize the executive committee to take such steps as will lead to the proper representation of this Association in the proposed federation, including the appointment of a representative with power, and the payment of his expenses.

The treasurer presented his report, showing a balance on hand of \$2,175.67. The report had been audited and found correct by Professor J. W. Woodrow.

### REPORTS OF DISTRICTS.

District reports were made by the several representatives, as follows:

#### FIRST DISTRICT.

E. HERBERT BOTSFORD, GRADUATE TREASURER, WILLIAMS COLLEGE.

Four weeks ago a personal letter was sent to every member institution in the first district, asking for a full and detailed report of athletic conditions, and for suggestions and recommendations growing out of the experiences of the past year. Prompt answers were received, and an analysis of the opinions expressed shows a practically unanimous desire for readjustment and betterment in our athletic systems, hesitation at naming specific cures for the so-called evils, doubt and even skepticism as to immediate benefits from radical changes.

"Now is the accepted time" for reform in athletics. Just what shall we reform and how shall we best accomplish this reformation?

One of the great universities reports:

"The college wishes to use this opportunity of materially simplifying university athletics, of putting intercollegiate contests into something like a normal relation to other parts of college life, of greatly reducing expenditures. Changes of this sort are now favored by a large majority of both graduates and undergraduates who have given much attention to the subject. Details have not yet been worked out."

This is definite: (1) The university athletic system is too complex; (2) it is given too great importance in the university life; (3) it is too expensive.

From Bowdoin College, I quote President Sills in full:

"During the last year we have had at Bowdoin College an interesting experience with athletics. In the fall of 1917 we had a football team that was coached by the men themselves and played in the genuine amateur fashion. The scheme was successful, and the boys had a good deal of fun. This fall the football team was composed of members of the S. A. T. C. and coached entirely by the men now in college and the young officers; and, personally, I feel that a decided step forward would be taken if all coaching should be done by men who are permanently connected with the institution, and I hope that the old system of expensive coaching will be done away with entirely. Before the war broke out we had planned to put in compulsory athletics for all freshmen. The war, with its military training, relieved us of that necessity; but we are hoping next year to do something of the same sort. For the betterment of our athletic



system I would suggest that a plan proposed by some of our New England colleges be followed, viz.:

"1. That all coaching be done by men who have permanent connection with the institution.

"2. That money paid for coaching and athletic training be made a part of the budget of each institution.

"It seems to me that there is a growing feeling throughout the country against expensive professional coaching for athletics, and I hope that the National Collegiate Athletic Association will take steps to make it possible for the small institutions, which necessarily are influenced by what happens in the larger universities, to put their athletics on a sound and wholesome basis."

Here are two definite propositions. The second proposal of President Sills is greatly amplified and illuminated by a letter from one who is a leader in physical training at Brown University, and who always strikes straight from the shoulder when vital questions of athletics are under discussion. This professor of physical training says:

"My answer is, that as far as the ideas and ideals of the college faculty and higher officials are concerned they are in most instances correct now, and need little, if any, changing. What we do need, however, is the support and financial backing of the college officials to make it possible for the professors and directors of physical training to carry out these same 'ideas and ideals.' Now, we are not given enough time in the college recitation schedule to make it possible for all the students to take part in organized physical training and play. We are not provided with sufficient equipment and play rooms and playgrounds to accommodate all the students, and we get little, if any, financial backing from the college to carry on our athletics.

"At the present time our athletic directors and team managers have to make their associations pay, and to do so are obliged to raise the money for athletics from the gate receipts or by subscriptions. To get money from either of these sources, winning teams are absolutely necessary. In many cases, if we are to have any intramural sports at all, they must be supported from the money made from intercollegiate games. We are told by the college officials that we must conduct our sports and play along amateur lines, but we must finance them along lines that are purely commercial and professional. Here is the trouble. High salaries must be paid coaches, for our teams must win to make a successful financial season. The athletic director must be a good business man, hence another large salary for a business manager. Small colleges take long trips to play large colleges out of their class athletically, in order to raise enough money to get through their seasons without loss. In making up schedules, the financial problem causes the most trouble, and many games are placed on the schedule for purely commercial reasons. This

is all wrong, and will never be changed entirely until the colleges assume the financial responsibility, and provide plenty of money for the proper control and management of all athletics, intercollegiate as well as intramural.

"Our motto should be 'Athletics for everybody and everybody in athletics.' We have heard this a great many years from the college authorities and others. In all these years the physical directors have been trying to attain this from the moneys that had to be obtained along lines that have caused much criticism.

"If the college officials are truly sincere in their desire and efforts to place athletics on a proper basis they will, in my opinion, assume all responsibility, including the financial responsibility, of the athletic directors, coaches, and instructors. They will also provide ample equipment and facilities in order that all students may have an opportunity to play, and see to it that sufficient time is set aside in the recitation schedule for organized physical training and play."

This is signed Fred W. Marvel.

Dr. Fauver of Wesleyan says that Wesleyan cannot provide adequate gymnasium space and athletic fields with adequate instructors for both intramural and intercollegiate athletics. He believes that the first interest should center about those students who need training most, and that intramural sports should be given the first chance. He would give the National Collegiate Athletic Association legislative power which shall be binding upon its members in order to enforce reforms.

President Luther of Trinity (Trinity is one of our new members) may well be quoted in this connection:

"As for the future, my own idea is that intercollegiate games should not be altogether discouraged, but that, if possible—I repeat, if possible—less importance should be attached to such contests. Frankly, I do not see how such a change in the mental attitude of the undergraduates and the general public is to be brought about. Perhaps a rigid and very considerable restriction in the number of games which any college should be allowed to play away from home might be found practicable."

I suppose that no two colleges have been more thoroughly "militarized" during the past year than Yale and Williams. The letters from Professor Corwin, chairman of the Yale University Athletic Association, and from Dean Maxcy, secretary of the Williams College Athletic Council, have very much the same tone. I quote from the former:

"We feel that it had been clearly demonstrated both at the front and in our training camps that athletics performed a very essential function in developing and maintaining a high degree of *morale* among the soldiers. . . . During this period all ath-



letic matters have been in the hands of the military authorities. . . . It is not an easy matter to turn a college into a training camp overnight and to discover officer material in three months. . . . Men have been thinking of possible commissions rather than of athletic victories over their rivals of past years."

Dean Maxcy says:

"The two summer camps of 1917 and 1918 and the R. O. T. C. of 1917-1918 were eminently successful, and aroused in the student body an intense enthusiasm. As a consequence of this, a larger percentage of volunteers entered the national service from Williams previous to the draft of September, 1918, than from any other New England college. With the organization of the Student Army Training Corps in 1918, Williams entered upon an intensified military course, becoming one of the most militarized colleges in the East. Our students at once made military interests their main concern, and without hesitation relegated organized athletics and other forms of college activity to a subordinate position. This fall (1918) every one of the twenty-four regulars and substitutes of the 1917 football team was absent in the service of the country. The military authorities have regarded the 'military games,' so-called, as of equal importance with infantry drill regulations; and they have accordingly fostered these sports that have played so important a part of the training overseas. As a consequence, not only the erectness of the student-soldiers, but their robustness of health has become noteworthy. The most important physical consideration now before those interested in athletics is: How can these beneficial effects of the military régime be perpetuated under peace conditions?"

From Amherst College:

"In one respect Amherst was somewhat unique in her conduct of intercollegiate sports; that is, she attempted to maintain the framework of organization under which such sports were conducted before the advent of the S. A. T. C. In this she was fairly successful, although, as was inherent in the conditions of things, adjustments became frequently necessary. Amherst contemplates no readjustments in her method of organizing and conducting intercollegiate sports for the college year, preferring to mature a plan for 1919-1920. She will return to her pre-war plan in this matter regarding eligibility, et cetera, with such slight adjustments as seem necessary to make the transition a smooth one, until a definite plan has been formulated for the readjustment and betterment of our athletic system. In the future two main lines seem, in general, the ones along which changes must be made. The college must provide better means for athletic exercise for every student and a better method for

insuring that he shall receive it; and, secondly, a reduction in expenses for the conduct of athletics must be made. The two things, of course, imply a development of intramural sports, and a saner conduct of intercollegiate athletics. If colleges could have their athletics so endowed that they would require no gate receipts, the latter problem would be solved."

From Springfield Y. M. C. A. College, Elmer Berry writes:

"1. Our colleges must provide opportunity for every student in college to get a normal and legitimate amount of physical education as a part of his educational course.

"2. While there must be normal physical education and recreation for every student, we ought also to have in our work opportunity for the strenuous competitive fighting types of games, which give a man the spirit of determination. I believe that recreative athletics and competitive team games, intramural and intercollegiate, should have in some respects a bigger place even than they had in the past."

This, then, is the situation in the first district, and the question now before us is, What are we going to do about it? The war has taught us certain great lessons about physical training. Are we going to sit quietly in our comfortable places and watch events as they drift quickly back into the old channels? My own feeling is that that is exactly what will happen, unless we recognize that this whole question is simply one phase of our great educational system, and that the whole subject of athletics is simply a part of the greater subject of physical training which in turn is a definite part of each student's education and must be so recognized by our college faculties and governing boards.

## SECOND DISTRICT.

PROFESSOR FREDERIC A. WOLL, COLLEGE OF THE CITY OF NEW YORK.

The second district is composed of the states of New York, New Jersey, Pennsylvania, and West Virginia. Within this district there are forty colleges and universities.

A questionnaire was sent to each one. Replies from the following twenty-nine institutions were received: Bethany College, Canisius College, Colgate University, College of the City of New York, Columbia University, Cornell University, Fordham University, Grove City College, Hamilton College, Hobart College, Lafayette College, La Salle College, Lehigh University, Lincoln University, Manhattan College, Mechanics Institute, New York University, Pratt Institute, Rutgers College, St. Stephen's College, Stevens Institute of Technology, Susquehanna University, Union College, University of Pennsylvania, University of Rochester,



Upsala College, Washington and Jefferson College, West Virginia University, and West Virginia Wesleyan College. Seventy-five per cent of the replies may well be considered as entirely satisfactory, yet it would be infinitely more pleasing if all institutions would feel that it were obligatory and even imperative to answer the questionnaires sent to them from the National Collegiate Athletic Association.

About half of the colleges were able to play their entire basketball and baseball games last winter and spring. Of the other half the greater number curtailed their schedules, and the remainder did not have any games at all. The same is true of athletics. Most of the institutions carried on a series of intramural basketball, baseball and athletics.

There seems to have been a general loss of coaches, athletic directors and physical directors due to enlistment in the military service or to joining the war work enterprises. There was also a large loss of athletes, and for the same reasons. That this was basic in reducing the quality of athletics cannot be denied, and many, if not nearly all, have reported that those who were engaged in varsity competition were not of the same quality of material as is usually seen in intercollegiate sports.

Most of the institutions had a Student Army Training Corps. In every such case it was reported that the commanding officer was in entire sympathy with the department of physical training. One of the institutions, it is surprising to note, states, "No time to carry on athletic work"; and another makes an equally astonishing statement, "There was no time for exercise." These two were the only exceptions to the program of physical training as carried out in all other army posts or camps. In most of the S. A. T. C.'s the commanding officer turned over the physical training to those regularly appointed for that work in the college. In others the commanding officer had his platoon or company commanders carry on the work of physical training. That work, so assigned, was apparently not always done well wherever the officers were young, inexperienced, and insufficiently trained in that kind of work. The matter of managing and arranging schedules was left entirely in the hands of most of the college physical directors. In others it was either solely in the hands of an officer especially detailed for that purpose, or jointly in the hands of such an officer and the regular coach or physical director. There seems to have been a great amount of intra- and inter-platoon competition, play, and recreation. The best teams were selected from each company and regularly scheduled inter-company play and games formed a large part of the daily routine of physical work given for the purpose of making the men "sound in wind and limb."

There was also a considerable amount of inter-S. A. T. C. athletic activity. Some of the colleges, however, played no outside

games at all; others seem to have had a considerable amount of inter-S. A. T. C. competition.

The games, athletic competition, and recreation were extremely varied. All sorts of mass games were played; pushball, cageball, and tug of war seem to have predominated. Team games included soccer, football, baseball, volley ball, track and field events, and cross-country runs. A few indulged in "military athletics and games."

The eligibility rules which have been for so long the deep concern of all those interested in college sports seem to have been entirely cast aside in most instances, or modified in some others. In a few there seems to have been an apparent effort to maintain a Freshman eligibility rule. It has been openly stated that some teams had officers and men, who had been declared professionals, playing. However, this must not be taken too seriously, for all that the S. A. T. C. required was that the players be *bona fide* members of their respective units.

When the demobilization came, most of the colleges promptly canceled their entire schedules. A few, however, attempted to carry out the balance of their schedules, but this probably holds true only in so far as basketball and football were concerned.

No accidents were reported other than the usual sprained ankle, or simple and minor dislocations. That is a pleasing surprise when one remembers that there was a great deal of abandon to the point of recklessness shown in the huge mass competitions.

There is a very definite feeling, rather unanimous throughout this district, that in the future all athletic activities, including coaching and management of teams, should be under the direction and supervision of the men who are regularly appointed as members of the physical training staff. That would place each man on that staff directly responsible to the faculty and trustees of the college which employs him. That this movement, so long delayed, will meet with opposition from the high-salaried coach, who served his purpose for only a short period of time during the college year, is to be expected. There will be alumni, too, who, not readily seeing the advantages of such a much-needed change, will oppose this effort on the part of the colleges to put athletics on a proper and a safer basis. Since, however, such a concerted single-mindedness seems unqualifiedly prevalent, it is safe to say that though this much-desired end will not be immediately attained, there will be an immediate and far-reaching effort slowly, at least, to bring the change about.

It is also gratifying to know that more and more is being done for the mass of students. Had not the war needs interrupted the athletics and physical training carried on in the colleges, it is safe to say there would have been more of the mass games given in the colleges this year than ever before. It is also safe to say



that the same war needs have brought out more vividly than anything else could have done the value of mass athletics, mass games, and mass recreation.

Therefore it is logical to conclude that in the future there will be more of that kind of physical activity practised as part of a well-regulated physical training schedule. The reasons why are so obvious that nothing further upon that subject need be added here.

At the present moment all the institutions that had S. A. T. C.'s are exerting themselves to their fullest capacity and extent to reconstruct and reorganize as rapidly as possible their somewhat upset and more or less disorganized departments of physical training.

#### THIRD DISTRICT.

DIRECTOR R. T. ABERCROMBIE, JOHNS HOPKINS UNIVERSITY.

The colleges and universities in the third district have approximated their usual intercollegiate athletic activities during the past two years, and even during the demoralizing experience of the Student Army Training Corps. The usual winter and spring sports were carried out with success, and apparently with more interest from the point of view of pure sport than heretofore. The teams seem to enter the games with more spirit, with the genuine feeling of play for sport's sake; and this spirit has made a marked improvement in the exhibitions now, over previous years.

When the Student Army Training Corps units were established at the different institutions, for the time being football was at a standstill; but since then the colleges organized teams either in the regular way, or in some instances informally, so as to keep the fall sport going and intact. In this way football was carried out successfully. As a rule the different organizations in this district have held together remarkably well during the changing conditions in our institutions, and the rapid change of the personnel in the students enrolled; for the most part the organizations have been held intact and are ready to take the advice of this Association, and to benefit by the experience of the past two years to improve the general conditions affecting athletics in these institutions. There has been more general interest in intramural activities, and consequently a greater number of students have been interested in athletic sports. This all goes to make healthier conditions in our athletics generally.

The financial interest, considered from the point of view of gate receipts and profits, has been far below the average of previous years, and this has been a factor in the betterment of sport

generally, because it has to some extent helped to eliminate a part of the professional element so prominent in some of our exhibitions. We know of no financial failures in any of the associations in this district.

It seems to us, then, that a general reconstruction in the administrative side of the management of athletics in our colleges can be brought about, and we wait upon the disposition of this Association to establish a uniform standard which we all might approximate.

#### FOURTH DISTRICT.

PROFESSOR J. B. CRENSHAW, GEORGIA SCHOOL OF TECHNOLOGY.

At the close of the 1917 football schedules, which had been carried out in full by most of the colleges embraced in this district, namely, Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, and Tennessee, most of the athletes quit their studies and entered the service of the United States. The winter and spring seasons were, therefore, a very remarkable exhibition of the determination to hold on to athletics and at least to preserve a nucleus for after-war purposes. In this respect the institutions of this district have been very successful. Basketball and baseball have been played by a majority of the colleges with fair success, though with teams of inferior quality, and in some cases with financial loss. In Georgia, the baseball situation was solved by a league consisting of the University of Georgia, Georgia Tech., Mercer University, and the Polytechnic Institute of Alabama. Each of these played four games with the other members, developed teams of average strength, and, by eliminating long trips, ended the season without financial loss. The plan proved so satisfactory that other colleges are asking to be let into the league, and it is certain to be revived in 1919.

The Southern Intercollegiate Athletic Association arranged no track meet in 1918. Georgia Tech. competed in the indoor winter track meet held under the auspices of the Johns Hopkins University, February 23, and in the spring a triangular meet between Davidson College, Sewanee, and Georgia Tech. brought out some very spirited contests, and served to keep up the interest in track events. There have been some dual tennis tournaments, and intercollegiate golf has been boosted in the South by the victories of the Georgia Tech. golf team on its northern trip.

With the establishment of the S. A. T. C. units and the ruling of the War Department which barred games in October played away from home, football schedules were all canceled, and except in a few cases the football season was limited to games played in November.



In order to find out how the military organization in the S. A. T. C. had affected college athletics, and whether anything had been learned by the institutions which would be of help in the future, I sent out a questionnaire to twenty-two schools, and received answers from sixteen. The replies developed the following facts:

1. Where athletics had been turned over to the military organization, less interest was developed among students, alumni, and faculties, and intercompany contests lacked the spirit shown in intercollegiate contests. In many cases athletic officers had no experience, and exercise consisted in regulation drills, some mass formations, and a little boxing. This was in marked contrast to the system followed in camps, where football was a great feature, attracting large crowds and creating intense rivalry.

2. Though the formalities governing intercollegiate sports were not carried out in regard to eligibility of players, the playing of freshmen, and the one-year-residence rule for students from another institution, the spirit of the regulations has been in force everywhere, though some schools played only with camps, others partly with camps and partly with colleges, and still others had no football games at all. The whole period was considered by most as without collegiate status, and hence not subject to intercollegiate regulations.

3. The only thing commended in the S. A. T. C. régime, and that unanimously, was the idea of exercise for all students. The results accomplished in so short a time were so manifest to every observer that there is a well-grounded belief that the institutions cannot afford to neglect this lesson. One school has already planned for compulsory physical exercises and athletic training for all its students, and others are moving in the same direction. The only thing that stands in the way of its adoption by all is the fact that practically no financial support of any kind is given by the institutions themselves for physical instruction and athletic training, though they proclaim it to be one of the main elements in the educational system.

4. The system of professional coaches will be retained by practically all the institutions in this district as the only way to finance athletics.

5. Athletics will be resumed at once, the outlook for all spring sports is good, and a banner year in football in 1919 is freely predicted on all sides.

#### FIFTH DISTRICT.

DIRECTOR GEORGE A. HUFF, UNIVERSITY OF ILLINOIS.

This report will be found on pages 113-115.

#### SIXTH DISTRICT.

DR. W. E. MEANWELL, UNIVERSITY OF MISSOURI.

(In the absence of the representative, no report was presented for this district.)

#### SEVENTH DISTRICT.

PRESIDENT J. C. FUTRALL, UNIVERSITY OF ARKANSAS.

(In the absence of the representative, the report was read by the secretary.)

Letters of inquiry asking for data upon which to base a report were sent to the institutions of this district, which comprises Arkansas, Louisiana, Oklahoma, Arizona, New Mexico, and Texas, but comparatively few replies were received. On the whole, it appears that from January, 1918, to the end of the college year athletic work continued in most of the institutions of this district very much as before the war. The general average of teams was inferior to the average of previous years, and in some cases minor sports were dispensed with.

The combination of the influenza epidemic and the S. A. T. C. seems to have had a very demoralizing effect upon most of the schools in the fall of 1918. Athletics suffered along with everything else. Three institutions, Louisiana State University, and the Universities of New Mexico and Arizona, reported no football teams. A ruling of the War Department on intercollegiate athletics seems to have been very generally interpreted to mean that S. A. T. C. students could not participate unless all members of the unit who were doing satisfactory military and academic work were allowed to try for the team. Membership in the S. A. T. C., therefore, became the only eligibility requirement for participation in athletics in many schools.

A few of the smaller schools state that the S. A. T. C. brought in an unusual amount of good material, with the result that their football teams were better than the average. In some of the larger and stronger schools, however, hope entertained for athletics as a result of the establishment of the S. A. T. C. failed to materialize. In a number of cases, the statement is made that the student *morale* was very low, that there was little interest in the games, or in other phases of student life.

No school in the district has reported any very great success in increasing the number of students taking part in athletics, though the point is brought out very strongly by several institutions that such a condition would be most desirable.

There are two strong intercollegiate associations in this dis-



trict, namely, the Texas Intercollegiate Association and the Southwest Athletic Conference. The former limits its membership to Texas schools, while the latter has a membership of eight, including schools in Arkansas, Oklahoma, and Texas.

The Southwest Conference at its annual meeting at Dallas in December voted to enforce pre-war restrictions as to eligibility, but to make certain exceptions in the case of students who have been in the military or naval service.

One athletic director gave as his opinion that conditions in the S. A. T. C. have greatly encouraged students in the use of tobacco, both by making smokers of non-smokers, and by increasing the amount of tobacco consumed by those who had already contracted the habit. This athletic director expresses some apprehension as to the possibility of bad results to follow.

I am glad to report that there is in this district a steady progress in the right direction. Courtesy between rivals and good sportsmanship are coming to be the rule. An institution that fails to enforce, or that evades, eligibility rules, suffers a loss in standing, and finds difficulty in arranging desirable athletic schedules.

In my judgment, the great need in this district is a far more general participation in athletics on the part of the great body of students. In order to make this possible, however, institutions must have larger athletic grounds and more athletic instructors. In very few schools in the district is there any physical director or coach who is paid by the institution, all the expenses of athletics being borne by the gate receipts. In many cases, the available playground space is not sufficient to accommodate at one time more than 10 to 20 per cent of the students. Since the later afternoon hours are in general the only ones devoted to athletics, this means that until the condition is remedied only a small percentage of the student body will participate.

#### EIGHTH DISTRICT.

PROFESSOR ROGER H. MOTTEN, COLORADO COLLEGE.

(In the absence of the representative, the report was read by the secretary.)

The past year has been one of vicissitudes in athletics for the eighth district. The war organization of S. A. T. C. units and the epidemic of influenza have played havoc with us, but nevertheless all the institutions have tried to do something, both with intramural and intercollegiate athletics, and some very hopeful things have come out of difficulty.

During the past year, all collegiate institutions of the eighth district, with one exception, have come under the jurisdiction of

the Rocky Mountain Faculty Athletic Conference. The Brigham Young College of Utah has been admitted to full membership in the conference, and the Colorado State Teachers College has been recognized in the official schedule. Though this latter institution has not asked for membership in the conference on account of peculiar conditions, it is, so far as possible, observing the rules and regulations of that body. For the first time in its history, that institution has entered into regular schedule of all intercollegiate sports, and it will probably not be long now before it becomes at least an associate member of the conference. The Brigham Young College has for the first time in years participated in intercollegiate football.

Athletics have been carried on in the best way possible, under most trying circumstances, during the past year. The basketball season in the early months of 1918 was fairly successful, though the teams could not be said to be up to standard, because many of the best players had entered the war. Partial baseball and track schedules were carried out with the same difficult conditions. Some of the institutions were not able to place teams in the field because of the small enrolment of men.

At the opening of college this fall, new difficulties were presented to us. Practically all of the older men, except medical reserves and engineers, had been called into service or had enlisted, and so the Rocky Mountain Conference found it necessary to change many of the rules. If we had held rigidly to the freshman rule, it would have been impossible for us to have had intercollegiate athletics in the eighth district this fall, and our athletics would have been entirely intramural. The conference voted that for three months the eligibility rules be suspended with reference to members of the S. A. T. C., and to any enlisted men in the United States army or United States navy taking regular collegiate work in their respective institutions. This made possible the continuance of the intercollegiate schedule, which otherwise would have been impossible. A year ago we retained the freshman rule with great difficulty; this year its retention would have meant a complete cessation of intercollegiate sport.

However, we had not figured on the influenza, and games regularly scheduled were forbidden by health boards. By continuing the season, practically all of the games were played by December 14. Completing the schedule was made possible when the conference voted to cancel all intercollegiate football games which required protracted absence from collegiate work. This meant that there were no interstate games played.

As I have said before, some good things have come out of the difficulties. In the first place, we have learned that training tables are not an absolute essential. Segregation and different food are not possible under the S. A. T. C. system, and no class



distinctions exist for football men. We have also learned, thanks to the epidemic, that it is not necessary for men to be absent from work a day or so in advance of the game in order to play well. Under military regulation this year, on account of the influenza, teams in the eighth district have not been allowed to travel at times by railroad or to be away overnight. They have, therefore, been compelled to reach their destination by auto, and to return by auto immediately after the game. But even so, for the sake of the sport this has been done, and good games have been played.

We have realized in this connection the same difficulties that all others, of course, have encountered, namely, that many of our coaches have been called into war work, and sometimes have been taken out in the middle of the season. We have also had some difficulties between the athletic authorities and the military authorities. In some cases, and I regret to say these have been rare, we have had absolute harmony. In other cases we have had the assumption of all control on the part of the military authorities, and the ignoring of the athletic officers. This has been a most trying situation. Right here, I should like to quote from one of our directors of physical education, who writes as follows:

"I believe the War Department, like a good many university faculties, needs a good straight-from-the-shoulder knock to the effect that they may both be made to do less talking in favor of physical education, and provide more time and a little more deference to the abilities of the physically educated athletic director."

He also adds:

"I believe the time is ripe for an after-the-war impetus to physical training, based on physical educational values. This impetus should be along the lines of intramural sports and intercollegiate athletics. There is no reason why both these activities should not function, and to the hidebound pessimist on intercollegiate contests let it be said that the skilled varsity athlete should no more be discarded or allowed to stagnate because a physically uneducated faculty allows a student body to degenerate in idleness on the side lines, than that the activities of an apt engineering student should be detruncated simply because his contemporaries are too listless to get beyond the pick-and-shovel stage."

These two quotations voice the sentiment of a number of the athletic directors of the eighth district, and they are looking to the National Association for some constructive work, some definite recommendations for reconstruction.

The war has taught us many things, unbelievable before, and it has confirmed some old theories, but mostly it has upset the old order of things "yielding place to new."

Financially, the eighth district has suffered enormously. Curtailment has been necessary at every possible place. Many of us believe that this supposed disadvantage has proved that commercialized athletics need not exist, and that intercollegiate games may be carried on for the sport's sake. If this be true, war is not all that Sherman called it.

#### NINTH DISTRICT.

PROFESSOR A. D. BROWNE, OREGON STATE AGRICULTURAL COLLEGE.

This report will be found on page 116.

### REPORTS OF STANDING COMMITTEES.

#### I. FOOTBALL RULES COMMITTEE.

Dr. H. L. Williams reported for this committee that they had had no meeting during the past year, and that there was no formal report to make at this time.

#### II. CENTRAL BOARD ON OFFICIALS.

The work for this year, in so far as the actual number of officials placed in games is concerned, cannot compare with other years, of course. Last September, all arrangements were made to supply officials for the full schedules that most of the colleges had planned, and provisional appointments were sent out to both colleges and officials. The difficulty of organizing the S. A. T. C. and the influenza epidemic forced us to abandon the usual methods, however, and to take care of the assignments week by week, for it was not until November 9 that the majority of colleges having teams were able to play regular games.

I have especially appreciated the ready acceptance by both college managers and officials of the many last-minute assignments; and the persistent efforts of the Navy, Pittsburgh, Pennsylvania, and others to secure and play a full schedule of games, certainly argues well for the next football season.

We have been very glad to be able to assist in the handling of a number of service games, and the officials selected for the war benefit games, arranged by Mr. W. S. Langford, have gladly accepted without fee.

The list of officials made up last June has of necessity been greatly reduced during the season by the absence of many men,



and lack of time on the part of others. A service list was made up of those men who were known to be in Government service, with the understanding that they were to be returned to the active list next season if they so desired.

The work for the latter part of the season went along very smoothly, and we hope that the Central Board has been of some real help to the game this fall.

#### STATISTICS FOR 1918.

|   | 1917   | 1918          |
|---|--------|---------------|
| Number of college letters received.....     | 448    | 237           |
| Number of letters written to colleges.....  | 514    | 325 (approx.) |
| Number of letters received from officials.. | 692    | 346           |
| Number of letters written to officials..... | 429    | 200 (approx.) |
| Additional and circular correspondence....  | 1,800  | 1,200         |
| Notification and appointment cards, etc.... | 2,700  | 500           |
| Number of telegrams received.....           | 318    | 166           |
| Number of telegrams sent.....               | 242    | 115           |
| Time covered by Central Board work.....     | 8½ mo. | 8½ mo.        |

#### Data on Schedules.

|   |    |    |
|---|----|----|
| Number of colleges regularly using service..                          | 60 | 36 |
| Number of colleges occasionally playing under Board appointments..... | 34 | 28 |
| Schools using service occasionally.....                               | 33 | 20 |
| Freshman teams using service occasionally..                           | 5  | 0  |
| Western teams using service occasionally..                            | 5  | 2  |
| Southern teams using service occasionally..                           | 8  | 2  |
| Service games provided for.....                                       | 0  | 26 |

#### Data on Appointments.

|   |     |     |
|---|-----|-----|
| Number of appointments originally requested by colleges and sent out in September ..... | 0   | 565 |
| Number of final college appointments.....   | 669 | 198 |
| Number of final freshman appointments...  | 29  | 0   |
| Number of final school appointments.....  | 58  | 24  |
| Number of service appointments.....   | 31  | 48  |
| Total number of final appointments.....   | 707 | 270 |
| Number of different officials used.....   | 158 | 113 |
| Maximum number of appointments for one official .....                                   | 13  | 6   |

#### Data on Fees.

|  |      |      |
|--|------|------|
| Highest fee .....                        | \$50 | \$75 |
| Lowest fee .....                         | 5    | 5    |
| Number of games paying highest fee ..... | 11   | 1    |
| Grading of fees:                         |      |      |
| Larger colleges:                         |      |      |
| Minimum .....                            | 15   | 15   |
| Maximum .....                            | 50   | 50   |
| Smaller colleges:                        |      |      |
| Minimum .....                            | 5    | 5    |
| Maximum .....                            | 35   | 25   |

#### Data on Officials.

|   | 1917  | 1918  |
|---|-------|-------|
| Number of officials on Central Board list.. | 532   | 381   |
| Number on service list (incomplete).....    | 0     | 72    |
| Number of applications accepted.....        | 82    | 32    |
| Number of applications rejected.....        | 82    | 21    |
| New applications not acted upon.....        | 40    | 25    |
| Men used not on list.....                   | 2     | 0     |
| Number on Western list.....                 | 176   | 176   |
| Number on Missouri Valley list.....         | 109   | 109   |
| Number on Ohio list.....                    | 151   | 144   |
| Number on Southern list.....                | 60    | 34    |
| Number on colored list.....                 | 11    | 9     |
| Number on Southwestern list.....            | 69    | 56    |
| Number on Southern California list.....     | 34    | 32    |
| Total number on all lists.....              | 1,143 | 1,008 |

H. W. TAYLOR,  
Secretary.

#### III. BASKET BALL RULES COMMITTEE.

Basket ball has proved to be one of the very useful forms of sport in the service camps, both in the army and in the navy. There have been hundreds of basket ball teams playing during the past year, where previously they were numbered by the dozen. In the intercollegiate leagues the schedules were played through practically unchanged last year on a somewhat reduced scale. This year, owing to conditions, it has seemed wise in some parts of the country to play a restricted schedule, and to do away with, or rather to suspend, the award of championships. In other parts of the country, where the conditions are more favorable, the schedules will be played through on the regular basis. The joint rules committee held no regular meeting this year. Instead, a meeting of the executive committee, upon which are represented all three organizations, was held for the consideration of any important points that needed attention in connection with the basket ball rules. The work which this committee did was afterward sent out to the rules committee by mail and voted upon. The only change which was made was to modify the end zone, which previously was a segment of a circle and which now has been extended so that it is a two-foot zone across the end of the court. This was following out the indication of the favorable experience with the minor change which had been made two years ago. There are no other changes in the rules to report.

J. E. RAYCROFT,  
Chairman.



## IV. TRACK RULES COMMITTEE.

A telegram was received from the chairman, Mr. F. R. Castleman, stating that no change in the rules had been made during the past year.

## V. COMMITTEE ON ASSOCIATION FOOTBALL.

Association football, or soccer, as it is more popularly called, was given quite a setback by the war. This was to be expected, and so it proved. Many colleges were compelled to give up the game for the time being, and it will be some time until soccer is again up to its former strength throughout the colleges of the country. But, paradoxical as it may appear, the war will undoubtedly be of the greatest benefit to soccer in this country. It was given a try-out at many of our army and navy camps, and proved its worth. Thousands of Americans have been introduced to the game; they have found it good, and they will no doubt continue to play the game from now on. Much new enthusiasm has been gained for the sport, but this will help the clubs more than the colleges. Reports from many colleges indicate that next season they will take up the sport again, and push it with more vigor than ever before.

Your committee at a meeting early in the year decided that the best thing to do would be to encourage soccer throughout the army and navy camps and among the schools. Accordingly, a pamphlet giving the rules of soccer and a chapter on how to play the game was published, and bundles of them were sent to all the army and navy camps, and to many schools. Many very kind and enthusiastic letters were received from the athletic officers of the camps, and your committee feel that their efforts in this matter have been worth while and appreciated. A questionnaire was also sent out to the colleges and schools of the country. The replies indicated that many new colleges will take up the game, now that the war is over. In regard to the schools, the replies showed that soccer is already played by a very large number of schools in all sections of the country. The public schools are making soccer a part of their physical education work, and big grammar and high school leagues are found in many cities. It is also gratifying to note that the preparatory schools and academies are being increasingly attracted to the game. Indeed, soccer has now become so widespread as a school sport that it is inevitable that it will become one of our most important college games, not from the financial standpoint, but from the point of interest and general participation in the sport. The fact that soccer can be carried on at a minimum of expense makes it one of the most important games at the command of our college

athletic authorities, now that mass athletics occupy such an important position. Here is a game capable of being developed as a mass sport, and its advantages will no doubt be exploited. Already, at some colleges, we have this very thing being done. At Pennsylvania, in 1917, four teams were in the field all the fall, one playing in the Intercollegiate League, two in the first and second division of the Cricket Club League, and one in the Pennsylvania Soccer League. Haverford carried through a schedule for three teams.

The prospects for 1919 are very bright. Two years ago, this committee felt that soccer was advancing by such leaps and bounds that they would do well merely to try to guide the way. This they have endeavored to do. But, owing to the retardation caused by the war, the committee feel that the coming year should be one of hard work and endeavor. The immense growth of soccer in the schools should call for a corresponding growth in the colleges, and this should be the aim of the committee in 1919.

GEORGE W. ORTON,  
*Chairman pro tem.*

## VI. COMMITTEE ON SWIMMING RULES.

Your Committee on Rules for Swimming and Water Sports tried to harmonize its activities with the needs of the national emergency. During the past season intercollegiate swimming, in common with other forms of athletics, was markedly reduced and in some cases entirely discontinued. In the East, the Intercollegiate Swimming Association, with increasing difficulties due to the war, carried out its customary schedule of home and home meets in swimming and water polo, followed by the usual meet for the individual championships. In the Intercollegiate Conference Swimming Association, on the other hand, aside from the conference championships, the various institutions held but few or no dual meets, while water basket ball was practically discontinued. Other colleges usually fostering intercollegiate swimming in New England, other sections of the East, the Middle West, and the Pacific coast either greatly reduced their schedules or discontinued swimming entirely.

With such a trend of events it required no expert to see that the projected activities of your swimming committee were temporarily at least being shifted to the field of non-essential industries. With every member of our committee either directly or indirectly engaged in war work, it was not difficult to turn to fields of more immediate usefulness. Fortunately, at the close of the last swimming season reports from the various districts of our Association and of the Y. M. C. A. showed our joint rules



as being used, and meeting with quite general satisfaction. This made it easy as a war-time emergency to forego the time and expense of a rules committee meeting for this year.

The question of publishing the Joint Swimming Guide was a difficult one to decide. With the college athletic situation very unstable at the close of the swimming season, the majority of the committee, nevertheless, expressed a desire to see the annual guide issued as usual. Consequently, a good part of the current material, in the form of reviews, reports, pictures, etc., was collected, although the editor found this work unusually difficult, owing to the absence of captains, managers, and coaches, who were in service. As the time approached, however, to send this matter to the publishers, the college athletic outlook reached its darkest stage. Following the introduction of the S. A. T. C., with intercollegiate athletics the exception rather than the rule, with a serious paper shortage, and labor scarce everywhere, it seemed unwise to issue the Guide. The matter was, therefore, taken up with the National Collegiate Committee on Publications. The following action was recommended:

(1) That since there had been no changes in rules this year, and since the outlook for college swimming was very uncertain, the Guide be not issued at this time, but that the records already assembled be preserved and issued when the publication of the Guide will be resumed. This action was adopted by the Joint Executive Committee.

With the signing of the armistice and the rapid demobilization of the S. A. T. C., it is highly probable that collegiate swimming will again be resumed. From preliminary reports the colleges composing the Intercollegiate Swimming Association will probably take up the sport, on a modified scale at least. No league meeting has been called as yet, and it is uncertain whether the association will be revived this year. In the conference and elsewhere the general tendency seems to be to resume slowly, owing to financial difficulties and uncertainties of college enrolment. Owing to the reduced demand last year the publishers think they have enough Guides, with up-to-date rules, to supply the probable needs.

With the colleges approaching normal conditions again, your committee is prepared to resume its work along the broad lines previously outlined. Our joint relationship with the Y. M. C. A. has broadened our sphere of usefulness and stimulated our work in many ways, and should be continued. The time is at hand when this partnership could be easily extended to include the American Red Cross, which has done a splendid work in promoting on a broad scale the teaching of swimming and life-saving. From a preliminary meeting of the chairmen of the three swimming committees concerned, it appears that such co-

operation may well prove helpful to each of our organizations. Accordingly, a tentative date for such a joint meeting has already been set for early in February, to consider the project more fully.

At this time, when circumstances dictate a modified intercollegiate swimming program, it is to be hoped that renewed attention will be given to all forms of intramural swimming and life-saving. These aquatic activities lend themselves remarkably to mass instruction and such vigorous fighting personal contact games as water polo and water basket ball, and are excellent forms of training for soldier, sailor, or citizen.

For the coming year your committee recommends the following:

(1) An early joint meeting of our executive committee on swimming sports with that of the Y. M. C. A. (a) to revise our projected activities, (b) to reconstitute our subcommittees, outlining their duties, and (c) at the same time, if considered desirable after further conference, to join forces with the swimming and life-saving committees of the American Red Cross.

F. W. LUEHRING,  
*Chairman.*

#### VII. COMMITTEE ON PUBLICATION OF THE RULES.

For the Committee on Publication there is practically no report to make. Mr. Luehring, in his report just presented, indicated the attitude of the publication committee as regards the swimming rules, which attitude was based upon consultation with the president of this Association, General Pierce. It seemed, as Mr. Luehring reported, that it was unnecessary and undesirable, in view of the expense and the minor changes involved, to publish a new book on swimming.

The basket ball rules have been republished and the track rules have not been republished. They should be revised and published and made available for circulation, and undoubtedly that action will be taken without further delay.

J. E. RAYCROFT,  
*Chairman.*

#### VIII. COMMITTEE ON RULES FOR VOLLEY BALL.

The game of volley ball is steadily gaining in popularity. It is particularly useful in colleges having a program of physical activities and games for the mass of students. The characteristics of volley ball which make it useful and popular are the following:

1. It can be played equally well indoors and outdoors.
2. It can



be played by old and young, weak and strong, large and small. 3. It is very easily learned. 4. It requires very little paraphernalia—only a tennis net and a ball—and no special equipment for players.

Volley ball proved extremely popular in army training camps in the United States and in France. The game was introduced in the French and Italian armies with great success. The French soldiers preferred it to basket ball and playground ball because it is simpler and more easily learned. Even wounded and crippled convalescents played the game in French and Italian army hospitals and derived much pleasure and benefit from it.

Volley ball will undoubtedly find a prominent place in the programs of mass athletics to be introduced in many colleges in the near future.

Your committee met with the Y. M. C. A. rules committee and decided to publish a new edition of the rules without changes.

G. L. MEYLAN,  
*Chairman.*

#### NEW BUSINESS.

The following resolution, introduced by Dean Louis Bevier of Rutgers College, was unanimously adopted by a rising vote:

"Resolved, that the National Collegiate Athletic Association, remembering gratefully that its original organization was due to the action of the late Chancellor MacCracken of New York University, desires to place on record, at this, its thirteenth annual session, its profound regret that his long and distinguished career has come to a close.

"The fact that the funeral service for the late chancellor was held at University Heights at the same time as the morning session of this Association makes it all the more fitting that we should express our high appreciation of him as an educational leader, an able organizer, and a man of vision.

"Resolved, that this minute be spread upon our records, and that a copy be sent to the bereaved family."

#### EVENING SESSION.

The convention reassembled at 8.00 p.m. A stenographic report of the discussions will be found on pages 72-103.

The following business was transacted:

The resolutions offered by the Committee on Resolutions were somewhat amended in discussion, and were adopted in the following form:

1. BE IT RESOLVED, that, in the opinion of the National Collegiate Athletic Association, physical training and athletics are an essential part of education; and that in every college or university the Department of Physical Training and Athletics should be recognized as a department of collegiate instruction, directly responsible to the college or university administration.

2. THAT each college faculty should make adequate provision in the hour schedule for physical training and athletics.

3. THAT seasonal coaches, scouting (except at public intercollegiate contests), training tables, and organized training or coaching in the summer vacation are contrary to the spirit of amateur college athletics.

In furtherance of the first resolution, seasonal coaches should, as soon as practicable, be replaced by coaches appointed for the year, or should themselves be given an appointment for a year or more.

The following resolution, offered by Dr. Raycroft, was adopted:

Resolved, that it is the sense of this convention that we should use every effort in the direction of developing such a plan of athletics in colleges as will fit every student to the best of his ability to meet any emergency, national or otherwise, that may arise.

The resolutions suggested by Dr. Storey in his paper presented at the morning session, were adopted as conveying the sense of this convention, and it was voted that a committee of three should be appointed to aid in carrying them out.

The secretary was instructed to send a cablegram to General Pierce, conveying the greetings of the convention and expressing the hope that he would return safely from service abroad, at an early date.

A vote of thanks to the management of the Hotel Astor, for generosity in providing rooms for the Association, was unanimously adopted.

#### APPOINTMENT OF COMMITTEES.

On nomination of the Executive Committee, the Rules Committees for the several sports were appointed, as follows:

##### *Association Football Rules Committee.*

J. A. Babbitt, Haverford College; P. S. Page, Phillips Academy, Andover; G. W. Orton, University of Pennsylvania; C. L. Brewer, University of Missouri.

Advisory Committee: W. F. Garcelon, Harvard University; T. A. Storey, College of the City of New York; R. T. Aber-



crombie, Johns Hopkins University; D. H. Henry, Clemson Agricultural College; T. F. Moran, Purdue University; H. J. Huff, Grinnell College; P. H. Arbuckle, Rice Institute; R. H. Motten, Colorado College; C. V. Dymont, University of Washington.

*Basket Ball Rules Committee.*

J. E. Raycroft, Princeton University; James Naismith, University of Kansas; Ralph Morgan, University of Pennsylvania; L. W. St. John, Ohio State University.

Advisory Committee: Oswald Tower, Phillips Academy, Andover; Lory Prentiss, Lawrenceville School; H. J. Sturdy, St. John's College; James M. Hill, Central High School of Philadelphia; L. J. Cooke, University of Minnesota; R. G. Clapp, University of Nebraska; L. T. Bellmont, University of Texas; J. N. Ashmore, University of Colorado; F. W. Bohler, Washington State College.

*Football Rules Committee.*

F. W. Moore, Harvard University; Walter Camp, Yale University; Parke H. Davis, Princeton University; Carl Williams, University of Pennsylvania; A. H. Sharpe, Cornell University; Paul J. Dashiell, U. S. Naval Academy; A. A. Stagg, University of Chicago; E. K. Hall, Dartmouth College; H. L. Williams, University of Minnesota; J. A. Babbitt, Haverford College; Captain Geoffrey Keyes, U. S. Military Academy; C. W. Savage, Oberlin College; S. C. Williams, Iowa State College; W. A. Lambeth, University of Virginia.

*Swimming Rules Committee.*

F. W. Luehring, Princeton University; D. B. Reed, University of Chicago; R. F. Nelligan, Amherst College; C. D. Trubenbach, Columbia University.

Advisory Committee: H. A. Farr, Yale University; G. H. Daley, Union University; H. H. Lanigan, University of Virginia; J. R. Bender, University of Tennessee; W. R. Morrison, University of Cincinnati; Z. G. Clevenger, Kansas State Agricultural College; P. H. Arbuckle, Rice Institute; C. J. Rothgeb, Colorado College; W. M. Christie, University of California.

*Track Rules Committee.*

F. R. Castleman, Ohio State University; J. L. Griffith, Drake University; Romeyn Berry, Cornell University.

Advisory Committee: W. F. Garcelon, Harvard University; T. N. Metcalf, Columbia University; Kent J. Brown, University of North Carolina; F. H. H. Calhoun, Clemson Agricultural Col-

lege; Thomas Jones, University of Wisconsin; W. O. Hamilton, University of Kansas; B. G. Owen, University of Oklahoma; H. W. Hughes, Colorado State Agricultural College; A. D. Browne, Oregon State Agricultural College.

*Wrestling Rules Committee.*

Dana M. Evans, University of Indiana; L. C. Schroeder, Springfield Training School; R. G. Clapp, University of Nebraska.

Advisory Committee: R. F. Nelligan, Amherst College; H. R. Reiter, Lehigh University; A. Lefevre, University of Virginia; W. A. Alexander, Georgia School of Technology; W. E. Meanwell, University of Missouri; W. L. Driver, Agricultural and Mechanical College of Texas; A. L. Mathews, University of Utah; H. C. MacDonald, Oregon State Agricultural College.

*Committee on Publication of the Rules.*

J. E. Raycroft, Princeton University; J. H. McCurdy, International Y. M. C. A. College; Louis Bevier, Rutgers College.

ELECTION OF OFFICERS.

The report of the nominating committee was accepted and adopted as follows:

President, Brigadier-General Palmer E. Pierce, U. S. A.; Vice President, Dean Samuel W. Beyer, Iowa State College; Secretary-Treasurer, Dean Frank W. Nicolson, Wesleyan University.

Executive Committee: First District, President K. C. M. Sills, Bowdoin College; Second District, Dr. R. Tait McKenzie, University of Pennsylvania; Third District, Professor Albert Lefevre, University of Virginia; Fourth District, Professor C. S. Brown, Vanderbilt University; Fifth District, Professor Thomas E. French, Ohio State University; Sixth District, Professor C. C. Williams, University of Kansas; Seventh District (to be appointed); Eighth District, Professor R. H. Motten, Colorado College; Ninth District, Professor F. W. Bohler, Washington State College.

Adjourned.

FRANK W. NICOLSON,  
Secretary.



PAPERS PRESENTED AT THE THIRTEENTH ANNUAL CONVENTION OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

I. THE VICE PRESIDENT'S ADDRESS.

DEAN S. W. BEYER, IOWA STATE COLLEGE.

The world war has resolved any doubts as to the value of athletics as a preparatory course in the making of soldiers. Calls for college men to enter officers' training camps met a generous and hearty response from college athletes, past and present, all out of proportion to the great body of graduates, ex-students, and students. Many of the best-known athletes, impatient to get into the great war game, enlisted as privates in the several branches of the service rather than wait for an opportunity to attend an officers' training camp.

The air service, the most hazardous of all, attracted a very large number of athletes. These men made good from the start, and were among the first to be sent overseas. The officers of the "Rainbow Division" were drawn largely from college men, many of whom had won honors as members of one or another of our varsity teams.

The desirable qualities in an athlete, courage, self-control, physical and mental alertness, and great physical endurance, are equally desirable in the soldier. Some of our larger universities and colleges nearest the center of war activities were promptly drained of their athletes even to stars of the second, third, and lesser magnitudes. Intercollegiate competition, especially in football, was abandoned in a few institutions because of the scarcity of experienced players. Institutions more remote from the seaboard were less disturbed, and continued their intercollegiate athletics throughout the season of 1917 without much interference from the army and navy activities.

Competition was keen and games were closely contested, but the performers were less skillful because of the number of stars who had entered the service. In spite of this handicap, colleges made a greater effort to develop athletic ability than ever before, and with gratifying success. In order to overcome the dearth in known athletic material, larger numbers of men of mediocre ability were encouraged to try for the several varsity teams, and as a consequence the ordinary student received more than usual consideration from trainers and coaches. From the standpoint of the student body as a whole, the absence of the ready-made athlete and the star was not an unmixed evil.

During the present season most of our colleges turned their plants over to the Federal authorities for the use of the S. A. T. C. Athletics became a part of the military establishment. College rules and regulations for the time being were suspended. While military drill dominated, football was recognized as an S. A. T. C. activity. Some training camps and most cantonments developed strong teams, especially in sports which involved personal contact. During the autumn season football was the major sport.

The courses of instruction given in the training camps and cantonments, while requiring a reasonable amount of mental alertness, put great stress on physical endurance. From the very beginning the well-trained athlete had a great advantage over his rival of sedentary habits in qualifying for a commission.

While no statistics are available to establish the fact, seasoned athletes appeared to be less subject to the diseases to which army men are exposed. It is a matter of common knowledge that the army and navy authorities were inclined to place college athletes in a preferred class as officer material. Since the war is over, is it not reasonable to expect that the trades, industries, and professions will be equally discriminating in the employment of college men? Some of us believe that the trend is in that direction now. Physical fitness is just as important as mental fitness in the making of the useful, successful, law-abiding citizen.

The colleges and universities should be leaders in the preparation of men for the strenuous and exacting duties of life. Physical training should receive equal consideration with the arts and sciences and professional studies. Physical development should not be left to the department of athletics, on the one hand, which is too often controlled by students, or students and alumni, whose chief concern is to secure professional coaches who can put out winning teams in certain branches of sport, nor on the other hand to the department of physical education, an all-college affair, whose activities are restricted to certain indoor exercises and the use of gymnasium apparatus. Nor should the military work required in many of our institutions be accepted as fully meeting the requirements. All of these organizations have desirable features which should be retained. Their efforts are too often poorly executed, or poorly directed, to be really effective. The work in these lines should be correlated and coordinated.

In our land-grant colleges, military work is required of all male students physically qualified, and the military department is an independent organization. All maintain athletics in one form or another, but vary greatly as to organization. In most institutions of this kind, athletics are under college or university control, although too often such control may be nominal. Where under the control of the institution, athletics and physical training or education are commonly combined, and administered by



the college of arts and sciences. These institutions quite generally maintain a hospital with competent physician and staff of trained nurses, whose business it is to look after the health of the student body. The physician and staff constitute an independent organization.

Some years ago the National Collegiate Association went on record in favor of combining athletics and physical education, and placing the department under the control of the college or university, with the same responsibility, and holding it to the same accountability, as any other department. This Association has repeatedly emphasized the importance of encouraging larger numbers of students to participate in athletic activities. Apparently progress along this line, as is evidenced by actual practice, has been discouragingly slow.

The professional coach employed to produce *winning teams* is an obstacle to extending athletic training to the student body. The preparatory school stars, splendid specimens of physical development who need no assistance, receive the attention of our high-salaried coaches, while the great body of students who really need his assistance receive little or no consideration.

Why is not the time opportune for this Association to go on record in favor of a more efficient use of our present machinery in the physical development of men? Why not effect the closest kind of coöperation between the departments of athletics, physical education, student health, and military, with the outstanding purpose of producing men who are physically fit?

In order to make such coöperation workable, certain necessary changes are obvious. The short-term, professional coach must go. The word coach should be dropped from our college vocabulary, and instructor substituted in its place. Instructors in athletics and physical training should be elected or appointed as in the department of mathematics or physics, and their tenure of office should be just as secure. As a matter of fact, more care should be exercised in the selection of instructors in athletics than in any other department. Here the instructor comes into such intimate association with our young men that he often-times becomes their adviser, their confidant.

All students should be given a thorough and complete physical examination as a matriculation requirement, and all students should be required to take work in physical training. The physically defective should receive special consideration in the way of prescribed exercises along corrective lines.

While I am not prepared to formulate the exact terms, certain general principles are clear to me. This organization should favor a constructive program, which ought to include the reorganization of athletics and physical education in the direction of greater efficiency with the machinery that we now have. In order to reduce lost motion to a minimum, military work, physi-

cal education, athletics, and student health should be consolidated into a single great department under the title, say, of *Physical Training*.

Dignify the work by the appointment of instructors who are educators instead of coaches. Extend the work so that all students may receive the benefit now enjoyed by the chosen few. While intercollegiate athletics should be continued, such continuance should not interfere with placing the emphasis on improving the physical well-being of the student body as a whole instead of the "win at any cost" and "beat the rules if you can" principles. Develop men in the best sense, magnanimous in victory and generous in defeat.

Stress sportsmanship and obedience to the spirit of the rules, instead of the "win at any cost" and "beat the rules if you can" principles. Develop men in the best sense, magnanimous in victory and generous in defeat.

It is the goal, the obligation, and the opportunity of our colleges to train men morally, mentally, and *physically* fit to meet the highest duties of citizenship.

## II. ATHLETICS AND RECREATION IN THE FRENCH ARMY.

DR. G. L. MEYLAN, COLUMBIA UNIVERSITY.

It was my privilege to go to France in September, 1917, to organize sports and recreation in the French army, under the auspices of the American Y. M. C. A. Before considering the program adopted and the results obtained, it is necessary for us to review briefly the conditions under which the work was organized.

### *Athletics in France at the Outbreak of War.*

Less than 10 per cent of the soldiers mobilized in 1914 had ever participated in athletic games or contests. Soccer football was played in most *lycées* and colleges, and there were a few organized teams in large cities and industrial centers. Rugby football was played in a few educational institutions and clubs. There was a little organized activity in track and field athletics, bicycling, and rowing. Some interest was developing in boxing, but purely as a professional sport.

### *Athletics During the War.*

In August, 1914, all able-bodied young men were mobilized; consequently, all athletic activity stopped, except for the relatively small number of boys under nineteen who did not join



the army and who continued to play soccer in educational institutions.

After the army settled down to trench warfare, in the winter of 1914-1915, a few enthusiasts began to play soccer and a little Rugby in the rest camps where divisions were sent for periods of three weeks.

Because very few French soldiers had athletic experience before the war, because athletic equipment was very scarce, and because the value of athletics to soldiers in time of war was not appreciated by army officers, a very small proportion of the soldiers (probably less than 5 per cent) had any opportunity to participate in any form of athletics during the years 1914-1917.

#### *Physical Training of Officers and Recruits in 1917.*

Although the organization and direction of education in the schools and institutions of higher learning and the training of soldiers and sailors are centralized in the government, there is a great lack of uniformity in the methods of physical training employed. France has developed some great leaders in physical education and athletics; the names of Lagrange, Demeny, Tissie, de Coubertin, and Hébert are well known in all countries where attention is given to these subjects. Unfortunately, these leaders have failed to cooperate and work out a uniform plan of action. Each one has worked in his own sphere and progress has been retarded.

In 1917 three distinct methods were in use for the physical training of officers and recruits in the French army.

In the school for army instructors in physical training and fencing at Joinville-le-Pont, the course of instruction consisted of Swedish setting-up exercises, gymnastics, soccer and Rugby football, and a little track and field athletics.

In the Saint-Cyr school for infantry officers, and the Fontainebleau school for artillery officers, the course consisted of setting-up exercises, soccer and Rugby football, baseball, and much emphasis on track and field athletics, for the work was planned and directed by Dr. Bellin du Coteau, former champion 400-meter runner of France.

In a third school for the training of instructors for the recruit training camps at LaMelette, the course consists of Captain Hébert's "natural method," which includes marching, running, jumping, climbing, lifting, throwing, defensive exercises (boxing and bayonet), and swimming.

These methods of physical training produce good results in physical development, strength, and endurance, but they lack the important training in the playing of athletic games such as are played extensively in England and the United States. The difference between French and American soldiers in this matter of

knowledge and interest in athletic recreation was well illustrated by the manner in which soldiers employed their leisure time in the rest camps behind the lines. In the hundreds of French camps that I visited, the soldiers spent their leisure time simply chatting and idling away the time, except in a few places where a few men who had learned soccer football would go to much trouble to indulge in their favorite recreation.

The first thing that American soldiers thought of when they had a little leisure was to play ball or indulge in some form of athletic recreation. I was impressed by this characteristic of our boys when visiting two battalions of the New England division as they came out of the trenches at the Chemin des Dames on a Sunday morning last March. In one camp, as soon as half a dozen fellows had cleaned up, a doughboy brought out an old baseball; as there was no other equipment, an enterprising Yankee started out to find a bat. He discovered a piece of wagon shaft in an old shed, managed to borrow a saw, and presently returned with a crude but serviceable bat. By this time twenty or more soldiers and officers were out, ready and anxious for some fun; sides were chosen, and a real baseball game started. I never saw a more interesting game of ball, or one more enjoyed by the players. In another camp, a few miles away, the dug-outs were in a forest of scrubby pine with many footpaths running in all directions. The boys had no athletic equipment, but none were idle. They had found a pile of old horseshoes by the horseshoeing shed, and every path had a group of four soldiers enjoying the good old New England sport of pitching horseshoes.

#### *Military Value of Athletics.*

One of the most definite lessons taught by the world war is that athletics have real military value. They serve admirably for the development of essential soldierly qualities, such as agility, endurance, courage, judgment, initiative, adaptability, and perseverance. That American soldiers possess these qualities in large measure, and that they were acquired through participation in athletics, is the opinion of military experts who have expressed themselves on the subject.

Athletics also have military value by affording wholesome mental and physical recreation, which helps materially in maintaining the *morale* of the army. Napoleon and many other great generals have said that *morale* is an important factor in the strength of an army. It is well known that idleness breeds discontent, grumbling, and disloyalty. Soldiers who spend their leisure hours participating in, or watching, boxing matches, and games of baseball or football, have no time to dwell on the hardships of military life, and break down their *morale*.



*Y. M. C. A. Introduces Athletics in the French Army.*

The Y. M. C. A. demonstrated the great value of athletics in the British army, particularly in the Canadian Corps, from 1914 to 1917. The American Y. M. C. A. organized an extensive scheme of athletics for the American army in the summer of 1917, under the able leadership of Dr. J. H. McCurdy. The French Minister of War and military leaders recognized the importance of this agency for the welfare of the army, and welcomed the introduction of Y. M. C. A. work, including athletics, in the French army.

The pioneer work of organization presented many difficulties. Most of the officers were skeptical concerning the feasibility of interesting French soldiers in athletics. They believed that interest in athletics was a matter of temperament. Many of them told me that whereas Americans and Englishmen were fond of sports, Frenchmen had a different mental attitude, and preferred to spend their leisure time quietly in chatting, reading, playing checkers, etc. But this prejudice did not interfere with the organization of the work, because the innate courtesy of the French officers and their cordial attitude towards Americans insured the fullest cooperation from the army.

A greater difficulty was encountered in securing enough athletic directors and athletic equipment to supply an army of 3,500,000 men in more than 2,000 camps scattered all over France.

An organization was perfected, with a central office in Paris for the direction of the work and the distribution of supplies, and a regional officer in each army group, with an athletic director and a stock of athletic supplies. The regional directors travel about the various camps to organize and supervise the work carried on by the local camp directors.

*Program.*

The arrangement of a program of athletic games and recreation was influenced by the following considerations:

1. The chief aim was to realize in the largest measure possible the ideal of having every soldier in the French army participate in some form of physical recreation one hour or more every day.
2. As the army included men of all ages from 17 to 50, an effort was made to include activities that would appeal to young and old.
3. Games and sports already known in France, and suitable for army camps were included. They were soccer and Rugby football, bowling, boules, frog, croquet, polochon, running, and jumping.

4. In the selection of new games, preference was given to the simplest, most easily learned, and those requiring little equipment. The new activities introduced to the French soldiers including boxing, volley ball, basket ball, playground ball, pitching horseshoes, and a variety of simple group games and relay races.

*Experiences.*

The full program could be carried out only in the large rest camps fifteen to forty miles behind the fighting lines, and in the training camps scattered all over France.

In the small camps within the fighting zone, it was necessary to adapt the program to local conditions. One of the chief difficulties at the front was to find a piece of level ground sufficiently protected from Hun observation balloons and observation posts. On one occasion, a football match between teams representing two divisions was about to be played when a 21-centimeter shell dropped in the middle of the field. An observer in a Hun balloon had seen the crowd of soldiers gather about the field and signaled the directions to a battery. The general forbade further playing on that field, but the energetic athletic director found another field hidden behind some woods and the match was played two hours later. It happened several times that an athletic director laid out a field, put up goal posts, and the first time that a group of soldiers gathered to play shells would drop on the field. One of the most interesting incidents was a soccer match between a team of American artillerymen and a team of French "blue-devils." The game was played in a narrow valley in reconquered Alsace; the ridge to the south was held by the French, and the German artillery was behind the ridge to the north. During the game, the shrieking sound of the flying shells as they crossed above the field made a strange accompaniment to the usual noises of a football game.

The French soldiers were keenly interested in all the sports, and made rapid progress in learning the new American games. Playground ball (indoor baseball played outdoors) is a simplified form of baseball played on a small diamond. All the equipment necessary is a soft ball and a small bat. This game was the most difficult for the French soldiers to learn, but they enjoyed it, and the younger men learned quickly to throw, catch, bat, and run bases. Baseball is a very complicated game, but the French added some new features. In one of the camps, the American director was umpiring a game and coaching the players; he explained to the batter that he must try to hit the ball and run to first base. The batter hit a liner that struck the pitcher in the chest; the coach shouted to the batter to run to first, but, instead, he ran up to the pitcher to apologize profusely for hitting him with that soft ball.



### Results.

Very encouraging results were obtained from the beginning. The soldiers were enthusiastic and very appreciative. The officers were pleasantly surprised at the results obtained, and expressed their appreciation in many ways. In a large camp, where the athletic program had been in operation three months, the commanding officer called on the American director to thank him for the work, and said that the discipline and *morale* had been better in that camp since the introduction of athletics than at any time since the beginning of the war. After the work had been going only a few months, the Minister of War, who made frequent trips to the front and saw the splendid results obtained, requested the Y. M. C. A. to extend the work as rapidly as possible. He gave much valuable help by supplying wood for huts, heating and lighting equipment, and free transportation of materials used in the work.

Another proof that the French high command learned to appreciate the military value of athletics is the request made in September, 1918, to furnish trained American athletic directors for all the military schools. Fortunately, there were capable men available who had been athletic directors in American colleges. These men are now busily engaged training young officers and army instructors in the various forms of athletics and games common in American colleges. We, who have followed the athletic movement in the United States during the past fifty years and observed the part it has played in the development of stalwart manhood and loyal citizenship, have reason to believe that the introduction of an extensive athletic program in France will be an important factor in the physical rehabilitation of the French nation. We are also justified in entertaining the hope that, through the contact of Americans and Frenchmen in sports and recreation, the mutual confidence and friendly relations now existing between these two democratic nations will be further strengthened and made permanent.

### III. THE RECONSTRUCTION PROGRAM FOR PHYSICAL EDUCATION IN THE COLLEGES. 1918

DEAN J. R. ANGELL, UNIVERSITY OF CHICAGO.

#### I.

The demise of the American intercollegiate athletic system at the outbreak of the war was in many respects glorious and deserving of grateful remembrance, for it passed away because the college athlete—and for that matter his non-athletic mate—rushed by the hundreds into the training camps, and because the

colleges themselves instantly turned their entire energies to helping to win the war. But now the critical moment has come when we must decide whether the old system, compact, as it was, of good and evil, shall be revived, or whether instead we shall try to build a bigger, better, and more enduring one. Habit, vested interest, sentiment, and a certain timid lethargy of imagination, all argue for a mere restoration of the old. Foresight, ambition, vision, faith, and courage plead for something better.

There are probably three fairly distinct views regarding the judicious reconstruction policy of our collegiate athletics. The athletic "standpatter" maintains that the ante-bellum system was in all essentials satisfactory, that its critics are chiefly old maids, male and female, or insignificant highbrows, and that our best plan is to get back to old times as fast as we can. This group is perhaps not very large, but it has a shrill voice and is decidedly influential. On the other hand, the mild progressive maintains that there were faults in the old system, but that they are capable of eradication by patient labor, and that in the meantime we can resume business on a smaller scale than before and make our improvements as we go along. This body of opinion is numerically large and probably counts the great majority of college alumni. It is marked by men generally spoken of as possessing sound common sense. Against the two preceding groups, the radical reformer maintains that the old system was a child of Beelzebub, and that no amount of camouflage or superficial reform will ever alter that fact, much less effect a change of inner character. He is accordingly for rendering permanent the euthanasia brought about by the war. This group is not very large, but while it contains some cranks, it also contains some prophets with real brains. When one passes from its negative policy in the matter of destroying the old system, root and branch, to its positive doctrine regarding the creation of a new Eden, its members display far less unanimity of program. Some are for one thing, some for another. Most of them probably desire the complete deletion of intercollegiate contests.

It is not unlikely that we have in our number here representatives of each of these groups. And if this be true, it is obviously futile to discuss methods until we have tried to come to some agreement regarding the ends which we desire to attain. I am accordingly offering a brief confession of athletic faith, which formulates certain of the more important results that ought, in my judgment, to flow from an athletic system or policy. If we can agree on some or all of the articles in such a creed, we can then proceed with advantage to consider ways and means, and can frame some estimate of the chance that a given system will achieve the aims we desire to secure. The mere statement of such a platform may serve to throw into relief any substantial differences of opinion among us. If these be incapable of recon-



ciliation, then we are foredoomed to diversity of practice, or to some compromise which will represent the genuine conviction of neither party to the controversy. But, granting community of ideals, we can proceed with no sacrifice of convictions to test out experimentally the relative fitness of one or another method to attain our aims.

## II.

### *Brief Confession of Faith in Matters Athletic.*

1. I believe in the intelligent control of the life of the body that it may be the obedient servant of the mind, and, in particular, I believe in physical exercise adequate in kind and amount to maintain health, develop physical and mental vigor, prolong life, and increase happiness. Therefore,

2. I believe in the development of wholesome games and sports, particularly those that are conducted out of doors.

3. I believe such sports should in and of themselves give real joy and recreation, and that they should depend as little as possible upon extrinsic motives, such as social prestige, newspaper notoriety, and the like.

4. I believe that these sports should be of a kind to develop both moral and physical courage and self-control, teach generous subordination of the individual, and train leadership and the sense of responsibility to the group. I believe that the motive of keen, honorable competition and rivalry properly controlled is one of the finest weapons in the moral arsenal.

5. I believe that every man in a college group physically able to do so should be a participant in one or more of the college sports, and that he should chiefly follow those from which he gets real fun. I believe that not a few of these men will need special corrective exercises for specific physical defects, but this is a minor problem.

6. I believe that the chief aim of college athletics should be the physical and moral improvement of the entire group, and especially of the less robust, rather than the production of a few highly trained semi-professionals.

7. I believe that the habits of exercise and recreation cultivated in college should be explicitly taught with a view to continuation in after life. To this end, a measure of intelligent familiarity should be especially encouraged with such sports and games as can be pursued through middle age and beyond. If a fair degree of skill be not obtained in youth, it is far more difficult to secure it later, and its absence frequently serves to discourage learning.

8. I believe there is such a thing as excessive exercise and muscular development, not only in the familiar form of over-

strained heart, but also in a general hypertrophy of muscular tissue which, for men subsequently compelled to live a highly sedentary life, may be an asset of wholly doubtful value. Robustness, resistance, viability, rather than great muscular power, should be the general aim.

9. I believe amateurism is an absolute essential to wholesome college games and that it means high-minded love of gentlemanly sport for its own sake.

10. I believe professionalism consists of a spirit, a point of view; that it is decidedly frequent among nominal amateurs; and that it is by no means to be defined solely in terms of money value set on athletic services, although this is perhaps its commonest sign. Men who play for motives other than the love of the game, men to whom victory, however won, is the controlling end, are men already on the road to professionalism, men who have in some measure sacrificed their amateurism.

11. I believe that a good deal of the professional training of athletic teams, particularly in football, has been grossly objectionable in overworking boys whose primary obligation is to the academic aims of the college. The result has often been that the boy has done neither job well—has been too exhausted to study and too much disturbed at his class deficiencies to put his whole spirit into the games.

12. I believe that any system which by its very nature encourages proselyting among boy athletes in secondary schools is pernicious. I believe it is practically impossible to prevent such practices as long as the old ideals endure. As long as colleges need the fees of students, perhaps proselyting of some sort is inevitable. Certainly the line between legitimate advertising and illegitimate proselyting is hard to follow in the moral twilight of college financial depression.

13. As part of a system, however excellent certain individual representatives of the caste, I believe the high-priced temporary coach is inimical to the development of a permanently high tone in the athletic affairs of a college. Although the reasons for this are too numerous to detail, in general they derive from the inevitably selfish interest of the coach in a winning team, and from his relatively ephemeral interest in the good repute of the college.

14. *Negatively:* I do not believe there is any obligation on the part of the college to furnish the general public with substitutes for the circus, the prize fight, and the gladiatorial combat.

15. Despite the popular conviction to the contrary, I do not believe that there are convincing statistics to prove the supposed advertising value of successful athletic teams. Certainly many of the institutions which have grown most rapidly have not had successful teams, and, conversely, not a few which have been conspicuous in the athletic world have grown slowly or not at all.



16. I do not believe the possible benefit gained by a few men trained for spectacular contests is an adequate offset for the time and money invested, the distortion of social and educational values, both inside and outside the college, and the unequivocal loss to the mass of the undergraduates arising from the concentration of interest in the athletic exploitation of a favored few.

17. I do not believe in segregating men at a training table or in training quarters. Experience shows that it is not necessary in order to produce winning teams, and it also testifies to an inevitable distortion of values both for the men segregated and for the college community which countenances the practice.

With this pronouncement of our principles, let us survey the situation a little more in detail.

The history of intercollegiate athletics in the United States prior to the outbreak of the war presents an instructive study of the rapid development from humble, not to say petty, beginnings, of a vast system of public competition, a kind of athletic octopus which had fairly engulfed many an institution, distorting its primary functions in the public eye and poisoning much of its own inner life. Institutions no more than fifty years old have seen practically the whole drama, and those established within twenty-five years have passed through much of the most significant history.

The most anomalous feature of the case is that while ostensibly growing out of conditions inside the colleges, the actual control of athletics has frequently been outside, both in the legal and in the moral sense of the word. Athletic associations, hired coaches, sporting alumni, often backed by alumni associations, together with all the agencies that batten off public spectacles, have in point of fact too often set the pace, while college faculties and their presidents have either yielded acquiescence, or voiced mild and generally ineffective protest.

Now that the war has wiped the slate clean, for a year or two we have had only a shadow of the former conditions. No one has particularly cared who won a football game, if, indeed, it were played, and only a handful have turned out to watch it. It will be a grisly shame if with the close of the war we allow ourselves to relapse into the old conditions without an honest attempt to take stock, and a sincere effort to delete whatever was dominantly evil in the old system, while we develop energetically whatever was good and add thereto advantages that the old system never did contain. Let us first, then, hazard a few estimates of the good and bad features of the old times. This will carry us over familiar ground, but it will at least refresh our minds with some of the important issues. It will, of course, be understood that no such estimate can be equally applicable to all institutions, or even to all sections of the country. But certain

familiar phases of the situation as a whole are capable of characterization, and first let us speak of the good.

Undoubtedly many men gained a wholesome discipline from the training. A yellow streak was sometimes erased and physical courage was often developed in high degree. Certain forms of self-restraint were commonly imposed, and in many instances there was developed a fine sense of self-sacrifice for the college and the team which registered a real moral development in the men. The taboo upon overt dissipation during the training season is often dwelt upon as an unequivocal asset. Presumably it is so during the season, but conditions at the close of the season and thereafter have often left much to be desired, so that this benefit can hardly be entered without qualification. The evidence that these habits of restraint necessarily pass over into permanent moral attitudes is unhappily very dubious.

Unquestionably a good many men received direct physical benefit from the training, although for the most part our college teams have been selected from men who needed very little training.

Athletics have in many of the large universities served to create and foster an institutional solidarity afforded in like degree by no other agency. To some it may seem a humiliating admission, but it is certainly the fact that athletics have in many institutions constituted practically the only bond of common interest. Similarly, they have served to develop alumni interest and loyalty out of all proportion to any or all other means. Nor have college presidents and trustees been hesitant to exploit this fact. Even state universities have found a successful football team an admirable argument in the state legislature. *En passant* it may be repeated that the common belief that successful teams mean large increases of student enrolment finds no substantial basis in college attendance statistics. They may well affect the destination of the receptive preparatory school athlete, but the general totals of attendance go their way undisturbed. Thus, although there is no doubt that successful athletics give a college wide publicity, it is very far from clear that this advertising value is at all directly convertible into attendance and tuition fees.

Athletics have been so profitable that in some institutions the college has been able to afford buildings and equipment which without them would have been impossible of attainment.

The professional coach, the trainer, the physician constantly at hand, are said to enable a higher grade of contest with more regard to the physical welfare of the contestants, than the earlier amateurish sport conducted wholly by the students. Courage and stamina are, it is alleged, called for in very high degree, while the risk to the contestant is immeasurably reduced. Moreover, the whole schedule is conducted in a more orderly and systematic manner.



This perhaps gives the devil his due, although the tale is not altogether complete, and we may now inspect some of the evils.

First and foremost is the alleged complete distortion of the perspective of social values. To "make the team" becomes the all-important object in the boy's life. College work and all things intellectual go into the discard as negligible values. Exploited by the vulgarities and puerilities of the sporting editor of the metropolitan press, the successful athlete is treated to a demoralizing, though ephemeral, notoriety which almost inevitably warps his outlook on the essential values of life.

The system inevitably tends to make the coach quite the most important person on the college campus. In many instances, he is paid far more than his professorial colleagues, and no small part of his job is the destruction, unconsciously perhaps, of the interests and ideals which the professor is hired to cultivate. Even the teams come to be known not as the representatives of a particular college, but as "Pittman's Pets" or "Brown's Bruisers." And with the high-priced complacent coach has come suspicion and often proof of commercial recruiting among preparatory schools. Coaches are by no means the sole offenders in this regard, or perhaps the chief ones. Unscrupulous alumni are quite as guilty. But the highly paid coach to whom success is essential, if he is to hold his job, is unquestionably tempted to aggravate these conditions. It is only fair to say that not a few coaches have kept themselves free from serious attack on this score. It is also fair to say that not a few of the most successful coaches have exercised an excellent moral influence on the boys under their charge. But there are many lamentable instances of a contrary kind, and certainly the coaches are few whose influence makes in any way for serious interest in intellectual affairs, or who contribute materially to the refinement of spirit of the men confided to them. The system as a whole not only tends to stress the hardier and more physical qualities—this no one could object to—but in the very nature of its methods it ordinarily discourages any others.

Furthermore, the system stresses money, and that can be instantly translated into gate receipts in a way which is inevitably somewhat demoralizing and debasing to college ideals and relations. You cannot have a professionally coached team with all the paraphernalia of attendants, uniforms, accoutrements, and what not, without involving heavy expense. This expense can only be met, so experience has demonstrated, by well-patronized games, bringing large gate receipts. Gate receipts come steadily only from winning teams, or "near winners." Hence, we must have winning teams and do whatever is necessary to secure them. The vicious circle is thus complete, as many a college knows to its humiliation. The disintegration of conscience which good men exhibit when tempted in the manner suggested has

been one of the least edifying chapters in the history of American college life, and not the most encouraging feature has been the frequent disposition of college authorities to acknowledge that X, Y, and Z colleges have been very culpable in the matter, "but, thank heaven, our record is perfectly clear."

Again, the old system involved, in the case of urban institutions at least, furnishing, in the case of football anyhow, weekly or biweekly gladiatorial shows at which the attendance was often in large degree comparable with that at prize fights. The only justification for a college team to furnish entertainment to this stratum in the community is the need for gate money. In the older organizations, good officials have largely robbed the crowd of its former hoodlumizing influence on the play. But it is by no means a sportsman's crowd. It can rather be designated as a crowd of sports, and as such a dubious type of spectator for young college boys to amuse.

Although matters were perhaps generally getting better as time went on, the system as such, being administered too often on "win at any price" principles, had repeatedly led to the silliest and most atrocious estrangements of relations between institutions. Charges of bad faith, of cheating, of foul play have been bandied back and forth as though the controversy were between two sets of guttersnipes instead of between representatives of institutions of learning. Whatever may be said of their honesty of purpose, many institutions have been so misrepresented by their agents that they must be adjudged guilty of hopelessly bad manners, and all for the maintenance of a system which has often been intrinsically vicious in spirit.

There are abundant other shortcomings which might be mentioned, but these will suffice for the refreshment of memory which is the immediate object of this rehearsal.

The real issue now is whether the college will seize this opportunity, the like of which will never come again, to accept frankly and courageously, with all that its obligations imply, the entire task of the physical and moral education of its students, or whether it will by preference choose the easier way, relapse into the old modes of life, and turn over to agencies, at best but partially under its control, the supervision of the more conspicuous part of its games and sports.

Why should the colleges be less intelligent in all this matter than the War Department, that familiar object of popular objugation? In its effort to build a great modern army, the latter came early to recognize that men must not only be hardened and trained in the ordinary routine of the soldier, but that they must also be given wholesome recreation which should contribute directly to their physical vigor and their *morale*. And so we have had that splendid chapter in the development of man power of which we are hearing something to-day, whose success



was so intimately linked with the cultivation of group games and athletic sports of all sorts in the camps. The work has in many instances been successful quite beyond any reasonable expectation, and it will redound to our lasting disgrace if we do not learn many useful lessons from it, both for our collegiate athletics and for our general program of national physical education.

It was something of a shock to our national complacency to learn that upwards of 30 per cent of our young men were physically unfit for service with the army; and although the official figures for the colleges have not yet come to hand, in the instances passing under my personal notice the percentage of rejections was about twenty, indicating that even in this highly selected group, enjoying most of the benefits of good family care and educational supervision, the proportion of physically subnormal was distressingly large. To be sure, an examination of the grounds of rejection makes it obvious that many of the defects are of a kind relatively unimportant in the ordinary pursuits of peace, e.g., slightly defective sight and hearing, bad teeth, and the like. Moreover, the American army standard is in some particulars perhaps more rigid than is justified by the actual conditions in many branches of the service. Nevertheless, if the colleges had really been on the job in the ten years preceding the war, these percentages of rejections would have been greatly reduced, and we shall fall short of our national obligations if we do not promptly set about the rectifying of these conditions.

I should be the last to arrogate to myself any competency to prescribe the particular devices necessary to secure the results which seem to me so essential, nor have I any great faith in the availability of any single mode of procedure. I think the great desideratum is to obtain an intelligent and whole-hearted acceptance of the fundamental reconstruction principles, and then trust the ingenuity and energy of our athletic leaders to carry out these principles in practical ways. We must believe in all sincerity—as at present I am sure many of us do not—that physical education, including competitive sports, is an essential part of the obligation of the college, and in no sense a mere excrescence to be confided to the casual outsider or the transient apprentice. We must recognize that it stands in the closest possible relation to moral education, which we often pronounce one of the prime duties of the college, if not, indeed, the very first. We must believe unreservedly in sports for the whole college community, and competitive group sports as far as possible. We must believe that our great task is to secure and perpetuate right habits of living that will contribute to physical vigor, steady nerves, and long life. We must recognize the incomparable healing that is in the life of the open air; and particularly, we

must recognize that *bona fide* recreation, sheer preoccupying fun, is an essential feature of the best régime. This is not to slur or forget the need at times of outright stiff physical work, the hardening of the body, the training of courage and endurance; but it is to insist that these qualities constitute but one portion of a satisfactory program of collegiate physical education. The others, which are at present much more apt to be overlooked, are those which we have enumerated.

If, then, physical education in the largest sense is an intrinsic part of the work of the college, why should there longer be hesitation in recognizing that fact and accepting the full responsibilities which go with it? Why should there not be professorships of physical education, presided over, as is already the case in certain highly reputable institutions, by men of professorial rank especially trained for this work? The college preacher is in many colleges a recognized institution, and his place is justified largely on the ground of the need of the undergraduate for moral leadership and instruction. It is an ignorant observer who does not know that the successful coach or athletic director exercises a far greater moral influence over the average college man than any but the most exceptional preacher can hope to do. Moreover, it is an influence which the ordinary college professor can justly envy. If, then, education has as one of its main objectives character, as we are fond of saying, let us recognize the fact that no single member of the faculty is so likely to contribute a deep and lasting influence to the college generation as the head of the athletic department. It is a career which has not existed hitherto in sufficient quantity to have attracted into it many very able men, but once recognized as a legitimate, respected, and well-paid profession, it would speedily enlist abundant competent candidates.

With the colleges honestly committed to ideals of the type we have described, with high-minded, intelligent, and specially trained men at the head of their departments of physical education, one could with good conscience leave to the future the question whether or not intercollegiate athletics can be conducted so as to leave an unequivocal balance of good or evil, or whether we must recognize once and for all that under American conditions we must content ourselves with intramural sports, if we are to escape moral and social disaster, both for our students and for our institutional relations.

I would, then, repeat with all the energy which I can command that the great issue seems to me fundamentally one of principles, that the really basic one is the readiness of the college to accept full responsibility for the entire education of its students, and that only subordinate to this is the importance of its recognition that, as heretofore conducted, many of the features of our athletic system have been not only disastrous for the man who

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competed, but that their reflex effect on the great mass of the student body has been lamentable to a degree. With the prestige which the American college at the moment enjoys by reason of the remarkable contribution to leadership which its students and faculties have made during the war, the opportunity is presented to start anew upon a far higher level than before in the attainment of ideals which for the most part need, I believe, only to be formulated in order to gain cordial support.

#### IV. SUGGESTIONS FOR COLLEGES FROM THE ARMY EXPERIENCE IN PHYSICAL TRAINING.

DR. J. E. RAYCROFT, MEMBER OF THE COMMISSION.

I had the privilege last year of telling you something about the nature and scope of the work of the War Department Commission on Training Camp Activities, with particular reference to the athletic work which was being promoted under its direction in the camps.

The work of the commission has expanded to such an amazing extent during the past eighteen months or more that time will not permit me to do more than give a list of the principal functions and agencies that have been put into operation. The program has developed along three principal and well-coordinated lines—recreation, education, and restriction—and has found its expression in the Liberty theaters, the smileage campaign, the war camp community service, the hostess houses, the libraries, mass singing, athletics, law enforcement, educational work for women and girls in communities near camps, and special work in social hygiene in and about the camps and in industrial communities. You have been made familiar through the medium of the daily press with that part of this program inside the camps which was conducted by the Y. M. C. A., the Knights of Columbus, and the Jewish Welfare Board. The thing which I want particularly to emphasize in this statement about the commission's work is the fact that all of these activities and functions, whether carried on by agencies which existed before the war or by agencies that have been developed to meet the emergency, have been promoted by this commission as a part of a great central scheme and purpose, namely, to provide all kinds of facilities and encouragements for the wholesome use of leisure time by soldiers both inside and outside the camps.

A study of the conditions in this army in comparison with any other army has represented the United States in the past, as regards splendid *morale* and efficiency and the low venereal disease rate, is most impressive as giving evidence of the soundness

of the idea which lay back of this new method of training and protecting the army and the efficiency of the methods which were adopted to make this idea a reality.

Several of the functions mentioned above have come to be recognized as having a value as an essential part of the formal training program. This was found to be true in the case of physical training and athletics.

In the beginning, during the first few months of the army training, the emphasis was placed upon the promotion of athletic activities for recreative values. Very soon, however, it became evident that these athletic activities had additional values as a means of augmenting the formal training of the soldier. That is to say, we had not realized, or, if we had realized, had not acted upon the knowledge that there was a great need and opportunity for a well-devised program of physical work, and that such a program could contribute very largely toward the basic training of the recruit. There was no adequate plan or organization in the army capable of meeting the needs of the situation. There were no standards as regards the content of the program or the method of administration, aside from the so-called "setting-up exercises," which were in most cases taught by commissioned officers or noncoms. who themselves had been only partially trained for the work.

All the necessary elements, including the setting-up drill, the informal group games, boxing and hand-to-hand fighting, mass athletics, and the competitive team games were present in varying conditions of organization, and in varying relationships, but were being promoted and administered in the various camps as conditions might make possible and without the guidance of a common purpose and idea.

Early last winter a definite intensive study of this problem was made with the coöperation and approval of the War College. As a result, little by little, individual efficiency tests were tried out and promoted in various forms; programs along other lines of work were suggested and tested; and finally, early last summer, various programs and suggestions were brought together and used in schools for training commissioned officers who were detailed by order to take this course in physical training and athletics.

The first of these schools was for officers in aviation camps. Three men from each camp and station in the United States were ordered to one of the camps in Texas and given a two weeks' intensive course in physical drill, close order drill, group games, mass athletics, and a set of tests which were devised to measure, so far as possible, a man's ability to concentrate upon a spoken order, and his reliability and success in reproducing a more or less complicated series of orders.

Shortly after this there was organized in one of the replace-



ment camps in the South a school for physical training officers, in which there was established a coördinating course in physical and bayonet training, consisting of physical drill, close order drill, group games, quickening exercises, mass athletics, competitive games, efficiency tests, bayonet fighting, boxing, and hand-to-hand fighting. This school was manned by a staff of over thirty physical training officers. It served a double purpose. As a divisional school, it trained all of the physical training officers necessary to supply the various units in that camp. In addition, classes of noncommissioned officers, numbering from one thousand to fifteen hundred, or even more, were given the course in physical and bayonet training as an essential part of their training, and for the purpose of fitting them to pass the work along to the recruits that would later be under their charge.

Second, this school served as an emergency central school to which were detailed by order the physical training officers, athletic directors, boxing instructors, and hand-to-hand fighters who were attached to camps all over the country, for the purpose of taking the instruction in this coördinating course. This marked a great advance in the direction of standardizing the work throughout the army, and of having the work in all the camps conducted from a common point of view as a part of the military program.

These divisional physical training officers and athletic directors in turn established in their own camps divisional schools organized on the same basis as the central school at Gordon; and before the armistice was signed a great many thousand commissioned officers and noncoms. took these courses, and were thereby fitted to supervise and carry on the work with their own units. In this connection the War Plans Division issued a circular on the organization of physical and bayonet training, in which provision is made for the organization and supervision of the work in the divisional camps according to the following statement:

"The Physical Training Board, under the commanding officer, coördinates, supervises, and energizes physical training and other athletic activities. It influences physical training through, and is assisted by, regimental, battalion, company, and platoon physical and bayonet training representatives appointed by the commanding officers of those units. It supervises and coördinates (1) physical and bayonet training; (2) hand-to-hand fighting; and (3) competitive games as a means to a common end, namely, the development of the greatest possible individual efficiency and power in offensive combat. It supervises and coördinates the athletic activities conducted by the Y. M. C. A., K. of C., and other non-military organizations."

Provision was made for the central coördination of the physical and bayonet training in the army under the supervision of

the training and instruction branch of the War Plans Division of the General Staff, with the assistance of the infantry school of arms, and the athletic division of the Commission on Training Camp Activities. In this connection, plans were made to modify and improve standards of work in the schools and camps, and to secure good administration by means of inspections, liaison visits, the distribution of circulars, etc. The work was going forward along these general lines when the armistice was declared. Since that time the organization has remained unchanged, but the emphasis of the work is being placed more heavily upon recreation than upon training. Plans are now being formulated which will make this emergency organization in some form or another a part of the permanent plan.

During the past autumn it was evident that there was a good deal of uncertainty throughout the S. A. T. C. units in the country as to whether or not they were to have intercollegiate athletics, or whether physical training in any form was going to constitute a part of the military program. The commission received many letters asking for suggestions and help in the organization of work along the lines followed in the army. It appeared that there was both a need and opportunity in this situation for some constructive work. A proposition was made to General Rees, and approved by him, to formulate a uniform program of physical training and athletics for use in the S. A. T. C. units, and to establish schools for giving physical directors the necessary supplementary training in the program of work which was being used in the army training camps. The advantages of this scheme seemed twofold.

1. A preliminary experience in a well-developed, well-administered course of physical and bayonet training would be of great value to the S. A. T. C. men who were assigned to military camps and who were candidates for commissions.

2. The successful introduction of such an all-round program into five or six hundred institutions might have a beneficial effect upon the work in physical training and athletics after the war, by demonstrating to the faculties the value and possibility of proper physical training for every student, and the desirability of lessening the emphasis upon intercollegiate competition.

In pursuance of this plan a central school was organized at Princeton, which was attended by about forty physical directors selected from twelve S. A. T. C. districts. The plan, which was interrupted by the signing of the armistice, contemplated the establishment in each district of a school under the direction of men who had taken the course in the central school, to give the supplementary instruction to physical directors from other institutions in that district.

Just a word now about the basis upon which this army program was mapped out. We approached the problem with an open



mind. We were looking only for those things which would give results in training recruits. We had the experience of England and Canada as a guide along a part of the way. The first thing that was necessary in dealing with this matter in the army, just as I am convinced that it is the first thing that is necessary in straight thinking on our own problem in the colleges, is to discriminate between *exercise* and *training, or education*. I do not mean to imply that none of us makes that distinction. I do mean to say that few of the college organizations are conducted with that distinction clearly in mind. The army officer, like the college faculty man, has failed in the past to recognize the educational value of the right sort of physical training. So the first thing in dealing with this problem was to get that distinction clear.

We used to set up as our standard for judging the success of our physical training program the location and character of the students' measurement graph, plotted upon a percentile chart. In other words, we were working primarily for muscular symmetry and form rather than for the development of function.

Since that standard was commonly accepted, our ideas and practices have undergone many changes. Instead of grouping all physical activities under two general heads—exercise and competitive games—we have come gradually to see that there is a marked distinction between programs that are designed primarily for exercise and hygienic results, and programs that are intended to secure an educational result. The former class of activities is admirably adapted to meet the needs of men or women who are physically mature and whose needs are mainly hygienic and recreative. The second group is composed of types of activities that have great training or educational value, and so are of fundamental importance during the period of youth and adolescence.

Now there is no question that gymnasium work on the wall machines, etc., has a certain hygienic value, but it has a very small training or educational value. The best way of securing this educational result from physical training in the shortest time is by means of a disciplinary setting-up drill, in which emphasis is placed upon posture, and the securing of smart, accurate response to commands. It takes a surprisingly short time to transform a squad of slouchy, uncouth rookies into a smart, well-coordinated, up-standing set of recruits, ready to absorb in the shortest space of time the technical training that is needed to fit them for the work of the soldier. What I have said about the physical drill applies, in a lesser degree, to the close order drill.

But if we stop at the point which I have just mentioned we have fallen far short of securing all the values of physical training. What we have done so far is kindergarten work. We have

taught the men to respond promptly and accurately to certain commands. We must follow this up with a type of training that represents a definite advance in educational results. That is to say, we must use, as a part of the regular program, activities commonly called group games, or quickening exercises, in which the man gets orders just as truly as he did in his physical drill, except that these orders are expressed in terms of changing conditions during the progress of the game. The repeated effort, spurred on by emotional stimulus and the spirit of competition, to adapt one's self quickly and successfully to the orders represented in these changing conditions gives to the men engaged an intensive training in smartness, in accuracy and discrimination, and in initiative. This training is both mental and psychic. If the game includes a certain amount of personal contact, and possibly a certain amount of physical inconvenience and discomfort, the man develops, in addition to the qualities mentioned above, the ability to make right decisions in spite of the fact that he is excited and being punished a bit, and is, generally speaking, "under fire." In other words, he gets in a relatively short space of time, under conditions I have tried to describe, an intensive self-training which far surpasses anything that the man or instructor ever could achieve in cold blood. When we add to those items of the program training in boxing and hand-to-hand fighting, mass athletics and the highly organized competitive games, followed by training in bayonet fighting, we have the finest combination of activities for the development of endurance, speed, determination, and all of the other qualities that characterize efficient men. Such a training tends to make a man wide-awake, confident, and self-reliant, ready for any duty or to meet any emergency.

Our mistake in the past has been, as I see the matter, due to a tendency to pin our faith to one special form of activity or another, such as individual exercises as such, or gymnasium drills, or competitive games, as the *summum bonum* of our system of physical education. Meanwhile, we have barely tolerated other forms of work, or at all events have neglected to utilize them as a part of a comprehensive scheme. Further than this, we have failed to recognize the fact that each of these groups of activities has a certain contribution to make to the result which we seek.

It seems to me, as I have said before, that the army problem is not essentially different from the college problem. In both cases the need is for a basic training quite as much mental and psychic as it is physical, that will develop in the student those qualities that contribute to success in the performance of any duty that may come to him.

Two things seem to be quite clear:

1. That experience in a physical training program made up



of properly balanced disciplinary and competitive work contributes something to the development of what are called manly qualities that cannot be gained so effectively by any other means.

2. That the ideal period for the best results from such work is during adolescence; and that provision for such a program in our schools and colleges is an educational necessity.

The newspapers have been full of suggestions varying all the way from schemes to abolish intercollegiate athletics to plans for an immediate return to the old system of unrestricted emphasis upon representative teams and "big games."

It seems to me that neither course is logical. Do not abolish intercollegiate athletics, but use them. Recognize their possibilities for good, both to the individual, who gets a great educational experience from participation, and to the college, in which they help to develop *esprit de corps* and group loyalty. Cut out the abuses and exaggerations; the scouting and recruiting; the training tables and financial extravagance; the exploitation for advertising purposes and the catering to the sporting page. The competitive spirit which is responsible for the growth of these great athletic establishments is fundamentally a good thing, one of almost unlimited possibilities when properly guided. Recognize the educational value of competitive experience to the college man, and organize affairs so that every student who has any interest in a given sport may be stimulated and encouraged to develop it as a part of his college experience. Bring this about by replacing the seasonal coach, whose interest and energy are centered upon a small group of men, with someone, himself or another, on an all-year tenure, and make him responsible immediately to the university authorities for his part in the general plan. Arrange his program so that his advice and influence may be at the disposal of every student who is interested in his particular sport or game. In other words, make the intercollegiate athletic system an essential and very valuable part of the educational scheme, instead of being a sort of parasite as it now is.

The fundamental principles upon which the college physical educational program should be based may be stated as follows:

1. The organization of a program of health and physical training which will give every student the advantage of

(a) Adequate, and, if necessary, repeated medical examinations;

(b) A knowledge of personal hygiene and health habits;

(c) Disciplinary drill in competitive athletic contests as an educational necessity;

(d) Stimulus to work for self-improvement furnished by individual efficiency standards.

2. A reduction in the time and effort to develop a few men as star athletes for intercollegiate competition.

3. The use of intercollegiate contests on greatly reduced

schedules, both for their educational value to the competitor and for the development of *esprit de corps* and college spirit. In this connection, abolish the training tables, elaborate and expensive coaching systems, and excessive demands upon the time and energy of the candidates for the teams.

4. Recognize all such activities as a part of the educational system, and administer accordingly.

The adoption of such a set of principles would involve certain specific changes in organization and administration. It would mean, among other things:

1. Placing the physical education and athletic interests under the complete control of the university.

2. Making all coaches members of the university instructional staff and immediately responsible to the university, regardless of the sources of their salaries.

3. A regulation to a minimum in overhead and operating expenses for intercollegiate athletics, and the use of the university machinery for financial management, so far as conditions permit.

4. Providing adequate facilities and encouragement for the athletic activities of the entire student body.

It would mean finally, and most important of all, a distinct change in mental attitude on the part of both the faculties and the athletic enthusiasts. The faculty must come to a realization that in well-organized physical training and athletics they have a most efficient means for the development of desirable mental and physical qualities that are essential in the make-up of a well-educated man; while the athletic enthusiast must realize that the competitive spirit, in the promotion of which he is so much interested, has a bigger and much more important function than the development of a relatively small section of the student group to a high degree of athletic efficiency.

A merging of these two ideas and a spirit of coöperation and team play will enable the colleges to secure valuable results for the students as a whole that have thus far been attained imperfectly and available to only a limited number.

We have been watching during the past year or so what amounts to a great laboratory experiment in the development of human material. It is the privilege and responsibility of all educational authorities to profit by the results of this experience in so far as it is pertinent, and to make such modifications in the physical and athletic system as will secure the greatest educational values for all the college students. I believe that there exists at present, as a result of this experience, a unique opportunity for a constructive definition and restatement of the aims and content of a more effective system of physical training throughout the country.

I must not close this paper without making a statement of hearty appreciation of the service of the physical training officers



and the athletic directors, many of them members of this organization, who have worked so ably and unselfishly in the camps. Whatever of value or usefulness has come to the army from physical training during this crisis has been due in large part to their skillful work and devotion to duty.

#### V. THE WAR DEPARTMENT COMMISSION ON TRAINING CAMP ACTIVITIES: SUGGESTIONS FROM THE FIELD.

CAPTAIN J. L. GRIFFITH, CAMP PIKE.

When the first representatives of the War Department's Commission on Training Camp Activities were sent to the various camps, the work was new, and no plan was ready for them; consequently each athletic director was forced to work out his own organization as best he might, in accordance with the wishes of the commanding officer.

Knights of Columbus and Y. M. C. A. physical directors were also sent to each camp and there was danger of duplicated effort. In all of the camps where the men were concerned with results rather than with working records for themselves, however, all of the physical directors joined forces, and all helped to work out programs for the men in their respective camps.

No athletic equipment and no athletic fields were available, so one of the first problems was that of raising money. Raising money for the men in uniform is a very simple task. Boxing tournaments, football games, military carnivals, and contributions from Defense Councils, furnished money until the commission could get its own funds. Athletic equipment was furnished by the commission throughout the closing months of the war. The plan of providing each company with a box of athletic supplies is the best one, for thus the men have the boxing gloves, baseballs, playground balls, footballs, soccer balls, medicine balls, etc., ready at hand, and they do not need to lose any time in getting equipment when they have the opportunity for using it.

In the matter of providing athletic fields, most regimental commanders were glad to have obstacle courses and baseball fields built in their regimental areas. Here again an athletic fund was beneficial in the purchasing of wire for backstops, goals for basket ball, and bases for baseball. We found just before our football game with Camp Funston this fall that Camp Pike would have to pay an exorbitant rental price to the owner of a ball park near the camp, or construct a park. The commanding officer ordered a stadium built within the camp, and the camp quartermaster in sixteen hours' working time built a

stadium seating 8,000 people. The carpenters were driving the last nails as the gates were opened, and one-half hour later every seat was occupied. One expects big orders in the army, and with an army organization big programs can be arranged in a short time. I was once called into the chief of staff's office and ordered to prepare a program of sports for the next day, when the whole division would be assembled. By using our organization we were enabled to construct a field and track, and to arrange for a two and one-half hour program of very interesting contests.

An idea of the variations of the program that can be put on in an army camp may be obtained from the events which comprised our Fourth of July program at Camp Dodge. The regimental champions in the usual track events competed for the divisional championship on the track, while down on the field the field championships and the boxing and wrestling championships were decided. Other events were bayonet contests, a mock battle in gas masks through a smoke cloud, cavalry drill, mounted shuttle relay, mounted pushball game, mounted tug of war, Roman riding, a band concert by nine consolidated bands, and a setting-up drill by 734 officer candidates.

For the administration and control of athletics within a camp, the following plan I am sure is the most successful one that has been tried. It is modeled after the Aldershot plan, so successfully employed by Great Britain.

First, train the athletic officers in the physical and bayonet school, and then have one man appointed company athletic officer for each company in camp. For supervisory purposes battalion or regimental athletic officers check up on the work of the athletic officers under them. These supervisory officers form a divisional athletic council, presided over by the division athletic officer. The athletic council is a "boosting" organization; further, it helps to run off divisional championships, tournaments in baseball, boxing, football, basket ball, playground ball, etc.

As regards the athletics within the camp, they are exceedingly varied. In the early days, excepting boxing, the physical work was looked upon as almost wholly recreational; later the games were recognized as invaluable in developing *morale*, and as a definite part of the military training. As regards boxing, probably no other form of army athletics has played so important a part in developing men for actual fighting. Most of the men were taught to box, and it almost always followed that if a man was good with the gloves he was also good with the bayonet. Further, boxing taught him to be shifty on his feet, to be aggressive, and to take a punch and keep on fighting. I found that wrestling, with the object of throwing an opponent to the ground, was admirable in teaching men to keep their feet, in giving them confidence in themselves when in the grasp of an opponent, and



in making them want to get at the other fellow with their hands. Boxing, wrestling, hand-to-hand fighting, or disabling methods, knife fighting and disarming methods, are necessary in a soldier's training, and all come under the head of army athletics.

As an agency in developing *morale*, athletics must be given a high place. Pride in platoon, pride in company, pride in regiment, and pride in division are necessary in a good fighting unit, and a few athletic contests will do more to develop this spirit than anything excepting an actual engagement. I have seen this work out in two camps to which I have been assigned. Football teams were organized in each of these camps when the officers and men were generally dissatisfied, and thought every other camp must be better than the one where they were stationed. When the football team played its first game there were more officers favoring the opposing team than favoring the home camp team. In each case, however, after the camp had produced a winning team, the men began to take pride in telling what camp they were from. After one indoor meet with another camp, an officer who had gone with the team was stopped next day by the general and asked about the tournament. This officer said, "General, the more I see of other camps the more I think of our own," and the general said, "Captain, I have the best men in the world in my division." One thing that made him think that he had the best men was the fact that the day before they had decisively defeated another camp in a sport contest.

At Camp Dodge an hour a day was set aside for organized recreation. The division athletic officer made out a program of sports and athletics, and this program was sent out as an order from the commanding general. The work was supervised and administered by the athletic officers. The work was made progressive and varied. For instance, the men when first reporting were not allowed to take part in as vigorous athletics as they were expected to participate in when they had been in training for some time. The program called for work that contributed directly to the military training. The time was too short to permit of recreational athletics only, consequently they were given military training in the guise of games. The men for the most part made poor records in jumping; consequently jumping relays, where platoon competed against platoon, were ordered. One expert from France said the men needed more running and marching in crouched position to inure them to trench conditions; consequently trench exercises and races in crouched positions were devised.

Nearly every kind of military training was made an athletic contest. For the mounted units, saddling and bridling contests, bareback races, Roman riding, rescue relays, and various mounted contests were instituted. For the infantry, there were obstacle races over obstacle courses composed of trenches, barbed wire,

shell holes and scaling walls, equipment races, crack squad drills, bayonet contests for accuracy, form, and fighting spirit, grenade throwing contests; cross-country running for the runners in the intelligence department; litter races and rescue relays for the ambulance and field hospital units; and contests in putting on gas masks for all units.

The activities of the recreation hour were ordered and were carried on according to program. Each regimental athletic officer was required to submit a report each week, and if any regiment failed to observe the program for the period of organized recreation, the fact was reported to the chief of staff. After retreat, the men were encouraged to engage in athletics of their own choosing. The baseball games for the divisional championship were played after supper. The basket ball tournaments were held in the evening, and track and boxing teams were developed after hours. Once a week, a camp boxing tournament was held, and all of the men in camp who would were urged to box at that time. As an incentive, a camp boxing team was picked, and this team met several other camps. The men chosen for this team were designated as divisional champions at their respective weights until defeated by someone else. Within the company, as a matter of creating interest, the men were encouraged to determine who their champions were in six weights in boxing, six in wrestling, in the usual track and field events, and what men could make the football, baseball, tug of war, basket ball, or playground ball teams.

In all of the athletics the mass idea was kept uppermost. The platoon was a good working unit, but sometimes the whole company took part as a unit; for instance, the ten companies in the three machine gun battalions staged a shuttle relay race. Each company was required to start one hundred men. There were one thousand men in one race. Every night the work of the recreation hour for all units closed with a race or contest of some kind, in which every man was required to take part. This meant that more attention was given the "lame ducks" than the stars.

One contest was a telegraph meet with Illinois University. The soldiers won from the college boys in the sprint and grenade throw, but lost both of the jumps. Two reasons might be advanced for the poor jumping records in the army. One is that the heavy shoes worn by the men are a handicap, and the other is that the kind of work they do, marching and drilling all day, takes the spring out of their legs.

One of the problems of the athletic officers was to teach many of the recruits how to play. We found that a large number of men would run a race, or pull in a tug of war, because they were told to, but that they did not have the winning spirit. Their fellows usually took care of that, and saw to it that they did



their best, for always the majority of men in a platoon or on a team had the inborn American desire to win.

In the army, "athletics for all" is the motto; yet the need of teams to serve as an incentive and as an aid in developing *morale* is recognized.

The army physical exercise is admirable, especially from the standpoint of discipline and correcting postural defects, but the setting-up drill should be supplemented by the games. If the men were given their choice, 70 per cent would choose to play baseball, and the other 30 per cent playground ball, especially in the spring and summer months; yet they will enter into the mass competitions with plenty of enthusiasm.

In the colleges we may well take a lesson from the bayonet schools. Here all work is done at the double. When the class begins to drag mentally, quickening games and exercises are given to get the men mentally alert again. No one is allowed to loaf. The rests are frequent, but when in formation all are required to put their best into the work. The result is that after a course of bayonets the men go back to their companies mentally and physically refreshed.

In our colleges we have at one time or another tried most of the things that the army has emphasized; mass boxing has been developed far beyond anything ever attempted in the past. It is hard to suggest a more vigorous form of exercise than mass shadow boxing under good instruction.

Summing up, I should say that the army has demonstrated:

First: The value and need of a thorough course of setting-up drill for all.

Second: The need of paying more attention to the subnormal. The fact that so many men of military age were rejected as physically unfit surprised all who had been content to believe that we, as a nation, were physically prepared for war.

Third: That group games and mass athletics are valuable in teaching men to act in groups.

Fourth: That personal contact games are the best in developing aggressiveness and in improving the fighting spirit.

Fifth: That while the emphasis should be placed on mass athletics, yet team athletics are valuable in developing *morale*, and, by example, in inspiring the non-athletic to better efforts.

## VI. REPORT OF A DISCUSSION IN THE ATHLETIC RESEARCH SOCIETY ON RECONSTRUCTION OF COLLEGE ATHLETICS.

DR. G. L. FISHER, DIRECTOR OF THE PHYSICAL WORK BUREAU,  
Y. M. C. A.

Yesterday at the meeting of the Athletic Research Society attention was given to the need in the elementary and the secondary schools of activity in physical training, and Dr. T. A. Storey will sum up in his paper the conclusions reached, so that anything that I shall say about the lessons from the war with reference to the sports of the college and physical training will be based pretty largely upon the review which I made in my opening address to that society. I wish to emphasize here the larger responsibility of the college with reference to physical education.

From what we have heard here, there are two things at least which we can all learn, as those interested in the program of physical education, from experience in camps. First of all, we have succeeded in democratizing sport. If there is any one place in the world where we have demonstrated the possibility of applying sport to the average man, it has been done in the camps. It has been done splendidly, and we must continue to do it.

The second thing that seems to me to be a great lesson is the ingenuity of the men in these camps with reference to adapting themselves to situations as they found them, and in taking the program to the men where they were. Letters from overseas are thrilling in their ingenuity. Men are following with their athletic equipments traveling troops, going into the trenches with them, following them wherever they go, and seeing to it that if there is any desire at all for sport they may have an opportunity for play. This taking of play to the men where they are is surely a thing that we wish to conserve in our program hereafter.

Now I am persuaded with those who have preceded us, first of all, that there will be more athletics rather than less in the colleges. I think, however, that there ought to be greater emphasis upon competitive sport. Fancy a single camp with two hundred football teams in it; fancy a single camp with even more basket ball teams in it, and the possibilities there are, from this example, in our educational institutions. And then I am persuaded that through the utilization, as was done in the camp, of the so-called mass athletic games—the mass plays in line formation or circle formation, the new type of athletic meets, the relay type, the shuttle type, the zone type—we have a method by which the whole institution and the whole community can be put through athletics in a way that is pleasing and entertaining, and that is the lesson that we ought to get from our experience in the camp.



My own feeling is, too, that if this kind of a program is utilized in our colleges as it will be, we will at the same time (that is the lesson of the camps) be teaching them the art of handling other people and putting them to play.

Here is the physical director in a camp who takes five men out of a company and with a little attention teaches them the kind of a program that he can adapt to a whole regiment, and have a whole regiment out for an hour or so at play because he selected his leaders. And that leads me to this point. I think that the college is making the standards of athletics in this country. The public think of your competitive sports as the most highly organized of all sports. They are just beginning to get the conception that you are interested in having every man in the game; but through your graduates—the men that you are sending into the industries—you ought to send men out prepared to teach people the type of recreation that they can use.

Now the thing that I have seen, which I would like to see coordinated—I am sorry it wasn't discussed yesterday—is the combination of mass singing, of mass boxing, and of mass playing in the physical education program. The idea of men singing on the march, the idea of men not only singing at the football games, but at all of the great spectacles that you have, the idea of connecting up the song leader, if you please, with your exercise, and adapting that kind of a program to the people in general, seems to me to have possibilities of enriching our program and of enlarging it.

Now some of you know that the Government has been handling men not only in the army but in the munition plants, and I recall that the vice president of a corporation not long ago condemned athletic sports because of the way they were conducted in the particular munition plant of which he was the head. They had had recruiting; they had had highly specialized coaching. It seems to me that we must create the leadership that will take in plants like that—the kind of activity in which even the unskilled workman can participate; and there is where not only your competitive sports will come in, but the type of athletics that will fit the average man. I have seen friends of mine go into a city college that never knew the art of play, and the song leader and the play leader have transformed them. I would like to see the colleges so train men that they are sending out from the scientific schools and the technical schools into the industries that those men will be intelligent with reference to providing a great program that will fit the average man, the unskilled man, as well as the skilled, just as these physical directors have gone into the camps and planned a program that reached not a few but everybody. It seems to me that is the great lesson we get from the camps.

## VII. UNIVERSAL PHYSICAL EDUCATION AND THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

DR. THOMAS A. STOREY, NEW YORK STATE INSPECTOR OF PHYSICAL TRAINING.

The disorganization of collegiate and intercollegiate athletics during the last eighteen months or more here in America has brought to this Association an opportunity, an obligation, and a responsibility.

We of the National Collegiate Athletic Association have been concerned for these many years with an improvement of college athletics. We have found fault very profoundly with a large number of conditions that have grown up and dominated intercollegiate sport throughout this country. Strong men from college faculties, north, south, east and west, have pointed out the need for change, and have made impressive recommendations which would lead to better, finer, cleaner athletic relations inside and outside of our American institutions.

There never has been a time in the history of this organization when change could be more easily accomplished than now. There has never been an opportunity for reorganization and reconstruction such as now presents itself in the many colleges represented in this organization. It seems to me that we face an obligation and a responsibility when we survey this situation as individual colleges, and as a society made up of representatives from the whole group. If we resume the processes that we have condemned in the past, we of this Association, and the colleges which we represent, will have to acknowledge the blame.

This is the strongest force and the most powerful body related to athletics in America. There is every reason to suppose that a united, vigorous, and determined policy on the part of this body will build up, on the wreck of conditions that have been, a future collegiate organization that will approach far more nearly the high ideals that have dominated the proceedings of the National Collegiate Athletic Association.

The athletic and recreational history of this great war should be a compelling argument supporting us in a determination to make college athletics in the future operate for the mass of students and not for the team, operate more largely for sport and less completely for victory, and operate very much more largely for a democracy of activity than so definitely for the benefit of a few.

There are now many forces in the field with which this Association could and should cooperate, not only for the benefit of



the special interest that brings us together here as an organization, but also for the other intimately related activities of physical education. In my judgment, our policy at this time should lead us to take a national part for the establishment of better athletic procedures, and also for the establishment of a greater, larger, and more far-reaching program of physical education to affect our boys and girls in their scholastic years, as well as our students in their university and collegiate experiences. As an athletic association we cannot avoid our responsibility for the health values of athletics as a division of physical education, nor can we escape a responsibility for the quality of physical education in all of its divisions in the years that precede college life. The organizations, societies, associations, and the public-spirited individuals who have been concerned during the depressing years of this great war with the disturbing evidences on every hand of our neglect of physical education in the periods of childhood, youth, and young maturity, are forces with which the National Collegiate Athletic Association should join for the purpose of achieving a great and common objective. This obligation belongs to us not only as members of the National Collegiate Athletic Association, but also as patriotic American citizens concerned with the better training and the more effective conditioning of our youth for the exigencies and demands of maturity. We know that the right sort of athletic experience goes a long way toward building a rugged and enduring citizenship; and we know, too, that there are other elements in this training which belong to other phases of physical education which must not be neglected if we are to produce men and women which this country needs for peace problems as well as for its war problems.

Within the last year the United States Commissioner of Education has stimulated the organization of a National Committee on Physical Education. This committee is now made up of representatives from more than fifty national organizations concerned with the conservation of child life, and with the consequent production of a vigorous and enduring citizenship. We are, and must be, a part of that committee.

The Playground and Recreation Association of America has established a division of physical education for the purpose of coöperating with this national committee in the prosecution of a state and national campaign for the purpose of securing congressional and state legislation in the interest of universal physical education. The success of this campaign depends upon a mighty piece of teamwork involving team play on the part of each and every organization and agency in this country that is concerned with these objectives. In my judgment, this organization of representatives from college faculties must and will participate effectively and vigorously in this big movement.

Taking these various dramatic facts into consideration, I

earnestly propose that it be therefore resolved by the National Collegiate Athletic Association:

First: That a forceful letter, and such subsequent letters as may be necessary, be sent to the president of every college and university, and to the secretary of the board of trustees of every college and university in this country, calling their official, responsible attention to the practical ideals of this National Collegiate Athletic Association, emphasizing the relation of those ideals to effective citizenship, and urging upon those collegiate and university officials the importance of rebuilding their collegiate and intercollegiate athletics in conformity with those ideals.

Second: That this Association shall make every reasonable effort to influence the Congress of the United States and the legislatures of our various states to enact laws providing for the effective physical education of all children of all ages in our elementary and secondary schools, public, institutional and private, a physical education that will bring these children instruction in hygiene, regular periodic health examinations, and a training in the practice of health habits, with a full educational emphasis upon play, games, recreation, athletics, and physical exercise, and shall further make every possible reasonable effort to influence communities and municipalities to enact laws and pass ordinances providing for community and industrial physical training and recreative activities for all classes and ages of society.

Third: That this Association shall make persistent effort to influence state boards of education, or their equivalent bodies in all the states of the United States, to make it their effective rule that on or after June, 1922, or some other reasonable date, no applicant may receive a license to teach any subject in any school who does not first present convincing evidence of having covered in creditable manner a satisfactory course in physical education in a reputable training school for teachers.

Fourth: That this Association hereby directs and authorizes its president to appoint a committee of three to take such steps as may be necessary to put the above resolutions into active and effective operation, and to coöperate in every practical and substantial way with the National Committee on Physical Education, the division of physical education of the Playground and Recreation Association of America, and any other useful agency that may be in the field for the purpose of securing the proper and sufficient physical education of the boys and girls of to-day, so that they may to-morrow constitute a nation of men and women of normal physical growth, normal physical development, and normal functional resource, practicing wise habits of health conservation, and possessed of greater consequent vitality, larger endurance, longer lives, and more complete happiness—the most precious assets of a nation.



# VIII. STENOGRAPHIC REPORT OF DISCUSSION AT THE EVENING SESSION.

The evening session of the National Collegiate Athletic Association convention came to order at 8.30 p.m., with Dean Samuel W. Beyer (Iowa State College), chairman, and Dean Frank W. Nicolson (Wesleyan University), secretary.

THE CHAIRMAN. The Association will please come to order. The first two sessions to-day were more or less formal. The session to-night is wholly informal. We have a resolutions committee whose chief business it is to furnish something that will provoke discussion (at least that I think is their ambition), and in order to start out right I will call upon the chairman of the resolutions committee to present the matters that are uppermost in their minds,—Professor Savage.

PROF. SAVAGE (Oberlin). Gentlemen of the Association, I must confess that your committee on resolutions was somewhat at a loss, individually and collectively, to know how to frame the sentiment that has been expressed in so many ways, with so many different shades of meaning, here to-day, and yet with the very evident determination that something constructive ought to result from this meeting. We felt sure that if we tried to go into detail, and specify certain things or certain ways of doing what we all want done, certain definite methods of arriving at particular aims and particular ends, we would not be able to get anywhere to-night, and so we have adopted these general resolutions which we submit for your consideration.

I will say that there were a number of suggestions, all of which we considered, and which gave us more or less help on some of these problems and questions, but we could not incorporate long resolutions in a way that would make them effective or really a part of the actual work of this Association. The resolutions are as follows:

1. Be it Resolved, that, in the opinion of the National Collegiate Athletic Association, physical training and athletics are an essential part of education; and that in every college or university the Department of Physical Training and Athletics should be recognized as a department of collegiate instruction, directly responsible to the college or university administration.
2. That each college faculty should make adequate provision in the hour schedule for physical training and athletics.
3. That seasonal coaches, secret practice, scouting, training tables, and organized training or coaching in the summer vacation are contrary to the spirit of amateur college athletics.

THE CHAIRMAN. Gentlemen, the resolutions are before you. This is your meeting, and I hope that you will feel perfectly free to do anything that ought to be done with these resolutions. Dr. Savage told us there were three, but it sounded as if the last one was something of an omnibus resolution. It may be well for us to take them up individually, and if it is agreeable to you I will call on Dr. Savage to read resolution No. 1 again.

PROF. SAVAGE. The secretary has the resolutions.

(The secretary read the first resolution.)

A DELEGATE. Gentlemen, I move the adoption of the resolution.

ANOTHER DELEGATE. I second the motion.

CHAIRMAN. The motion has been made and seconded to adopt resolution No. 1. Is there any discussion?

DR. RAYCROFT (Princeton). Just to prevent these going through too smoothly, I would like to ask whether the interpretation of this first resolution is that there should be no physical training or athletics aside from that which is conducted under the direction of the university's department and all that that means?

CHAIRMAN. The chairman of the committee will please advise.

PROF. SAVAGE. Well, as nearly as I can interpret the idea of the committee, it seems to me that all the normal physical training activities of the college would be under the ultimate control of the university, and that does not mean, I think, that the athletic associations will be abolished. If the institution can exert the influence which it desires through the athletic association, this resolution would not prevent its so doing. That is what the resolution means.

CHAIRMAN. Any further discussion? It seems to me that if you have anything on your minds, now is the time to get rid of it. I don't know whether the draft law has been revoked or not; if there are no volunteers, maybe the secretary might be willing to draft some of you to discuss the resolution.

PROF. BROWN (Vanderbilt). Mr. Chairman, I rise for information. It happens that Vanderbilt athletics are conducted by a regularly incorporated athletic association, incorporated without capital stock. Its directors consist of three or four members of the faculty who are interested in athletics, and four or more alumni of the non-pernicious variety. (Laughter.) I think I can say that with truth, because they were selected by the late Dr. William L. Dudley, who for a long time was known as the Nestor of Southern athletics, and whose name I think stands for cleanliness in athletics. We are really a subordinate board of the university, responsible to the Board of Directors of the institution. We feel that our athletics would come under this head, of being conducted or directed by the Board of Directors. I feel that athletics by that board are conducted in a better manner than they



would be if they were conducted entirely by a board of the faculty, or simply by faculty direction. I am a member of the faculty myself, but I realize that really the strength of our association rests perhaps to a large extent in the members of our board who are alumni of the institution and who are intensely interested in it at heart. They are the same sort of men that compose the Board of Trust, and nine-tenths of the Board of Trust of the Vanderbilt University are the alumni of the university.

I would like to know if this resolution would at all interfere with the direction of athletics as they are conducted at Vanderbilt. If not, I am in favor of it; if so, I am against it.

PROF. SAVAGE. Mr. Chairman, it seems to me that the gentlemen are in difficulty here because they don't understand what is meant by "department of physical training and athletics." In every college or university the department of physical training and athletics should be recognized as a department of collegiate instruction, directly responsible to the college or university administration, just like the department of Greek, or department of Sanskrit, or any other department. Now that doesn't say a word about intercollegiate athletics. It seems perfectly clear to me that in the ideas of the committee the several arrangements which you have for conducting your intercollegiate athletics can go on as you see fit, but this is more a piece of legislation to bring about that condition of affairs which we seem to have wanted so much in all of the discussions of the day, namely, the participation of every man in college in some form of athletics. If we are going to organize that sort of a scheme, we think that it should be under the department of physical training and athletics, and that that department should be recognized as a department of collegiate instruction just like all the other departments.

THE CHAIRMAN. Is there any further discussion, or are there any questions?

A DELEGATE. Is it in order to ask how many members of this organization do not already comply with that resolution in one form or another?

DEAN BRIGGS (Harvard). I know one. That resolution would make a very considerable change in Harvard if it were adopted there. I should go a little bit further in the interpretation of the resolution; I should understand that the resolution attempts to do a little more than what the chairman said it attempts to do when he was explaining it a minute ago. I should say that it attempts to make the governing bodies of the college responsible for the conduct of athletics,—home athletics and intercollegiate athletics. It is an attempt to bring athletics under the governing board, so that the governing board would feel just as responsible for them as they would feel for any other department, they making such arrangements as they see fit and working through such agents as they

may choose, but always ultimately responsible,—not leaving the ultimate responsibility to anybody in the alumni, but always having some representative in the faculty or in the corporation, whatever it may be, who will stand between athletics and those governing bodies. I hope Mr. Savage will correct me if I have said anything that disagrees with his views. I say this would make a great change in Harvard. I don't know that it might not merely change the organization of our committee on the legislation of athletic sports; I don't know whether it would do that or not. I don't know whether that committee would go out of existence or not if this resolution were adopted at Harvard, but I do know that we have not now at Harvard anything that we could call a department of physical education which accords with the other departments of instruction, and that we should change very greatly if we put through this resolution.

THE CHAIRMAN. Is the chairman of the committee willing to accept Dean Briggs' interpretation? Does it meet with the approval of the committee? (Prof. Savage gave his approval.) Then, as I understand it, as the motion is put, it will be on the resolution as interpreted by Dean Briggs.

A DELEGATE. Mr. Chairman, does not this resolution in its last analysis contemplate compulsory athletics among the physically qualified in every college?

PROF. SAVAGE. I don't think there was any discussion of that point whatever.

DEAN McCLELLAN (Univ. of Pennsylvania). Mr. Chairman, it does not contemplate, as we understood it in the committee, compulsory athletics, any more than a collegiate department of Greek or Latin contemplates compulsory Greek or Latin. Whether it was made compulsory or not would depend entirely on whether the college desired to treat it as they do many academic studies,—as the elementary course in foreign languages, etc.

The other part is that every person having anything whatever to do with instruction in athletics would be employed directly by the university or college,—would be a member of the faculty and not responsible to any organization that might be still in existence, as Dean Briggs suggested, for the arrangement of schedules, the handling of the games, business affairs, and things of that sort. In the end, however, there would be, I think, as Dean Briggs has also suggested, a very close relation and perhaps control by this department, perhaps alone and perhaps jointly with the alumni, in this business of arranging schedules and games. As I understand the resolution, it is an attempt to raise the whole question of athletics and physical training to the dignity of a college subject.

DR. EDWIN FAUVER (Univ. of Rochester). This question of athletics is such a complicated one, so much more so than a de-



partment of physics or a department of engineering, that it is necessary to have all the machinery that has grown up around it in order to control it, and whether it would be possible to organize it as a department, put your man in and make him entirely responsible as the head of the engineering department is responsible, is a question.

THE CHAIRMAN. Any further discussion?

DEAN BRIGGS. Isn't that not only possible but actually realized? Isn't my neighbor on my left, Professor Stagg, a man occupying just that position in regard to athletics in the University of Chicago?

PROFESSOR STAGG (Univ. of Chicago). Mr. Chairman, I do not rise because Dean Briggs has suggested my name, but I think it is fair to say that this really means a broader thing than the resolution at first appears to mean. It is true that at the University of Chicago in 1892 we organized a department which corresponds to what this resolution contemplates, and it is coördinate with the other departments of the university; the funds which come in from all forms of receipts go into a common fund and belong to the university, but are distributed and disbursed by the department with the coöperation of a Board of Physical Culture and Athletics. Now, courses of study—or courses of work rather than study—are given by this department, and the students take these, and are required to take a certain amount, and all the athletics are a part of the department and are among the courses, so that if the resolution goes through, it really means that you have a broad department, and that all forms of athletics would come naturally under this department; and while other arrangements may possibly be made in some of the institutions, eventually it seems to me that it is pretty apt to be the case that everything comes within the scope of the department after it is organized and has been going for some years. Now, of course, this department is directly responsible to the faculty and the members of the department are members of the faculty. Many other institutions have organized in a similar way, but I believe that we were the first to organize in that way at the University of Chicago.

PROFESSOR BOLSER (Dartmouth). May I ask how much academic credit a man gets for playing on the football team?

PROFESSOR STAGG. We are not organized in that way at the University of Chicago. They are at some other institutions, however, where so much work does entitle them to credit. Ours is organized so that a man is required to take three and one-third years of work in the department. He is required to take that much time, and four days a week he does a certain amount of physical training work. The first year what he does is entirely determined by the department, and there are required subjects,

such as swimming, which he has to complete. Then there is required work in body building, which the student has to go through in his first year. After that he may elect, and there are some men in the first year who by passing examinations are privileged to elect some of the athletics right from the beginning. Most of the men do their electing in the second, third, and fourth years. It is a requirement with us; the men have to take it in order to graduate, but no credit is given with us.

THE CHAIRMAN. Along that line it might be said that, in some of the land-grant institutions, at least, military drill receives no credit. It is required, but receives no credit, just as physical training, which might include athletics, is required but receives no credit. Are you ready for the question? All in favor of the resolution will signify by saying "Aye." Contrary, "No." The "ayes" appear to have it; the motion is carried.

Will the secretary read resolution No. 2? (Secretary read resolution No. 2.)

PROF. SAVAGE. Mr. Chairman, I would like to say, in explanation of this, that it was considered to be really included in the first article. Any department of physical training ought to be able to organize its work if it is a recognized department of the college. It would be a mighty poor college that wouldn't give its recognized departments a chance to function, but it is a very general accusation that is made against faculties at the present time that they say, "Oh, yes, go ahead and have your athletics," and this, and that, and the other thing, but when it comes to a matter of getting those men out on the field or getting them into athletic work, there is no time left. Laboratories, classes, etc., are so arranged that the man has no chance to get out. The idea of this resolution was to bring it clearly to the minds of every faculty that these resolutions reach, that they shouldn't dodge the issue in that way. There should be actual provision made for the functioning of the first resolution which we have already adopted.

A DELEGATE. I move it be passed.

ANOTHER DELEGATE. I second the motion.

THE CHAIRMAN. The motion has been made and seconded that resolution No. 2 be adopted. Any discussion?

DR. MEYLAN (Columbia University). It seems to me that the most important point that was brought out in Dr. Angell's paper this morning, and that is the basis of all our discussions to-day, is the willingness on the part of college faculties to accept the principle that athletics are an essential part of the education of college men, and as such to incorporate them into the college program; to provide instructors; to provide equipment; to give recognition to the department of physical education the same as to any other department; to give credit for the instruction in physical education, including athletics, as they give in other courses. In other



words, to make no distinction whatsoever between courses in physical education, or athletics, and any other course in the college. It is all education of the college man. The athletics constitutes just as important a part of the program as any other part. I had experience in developing such a department at Columbia University, and found that the attitude of the students towards the work depends a great deal on the recognition given to the department by the faculty. When I took up the work at Columbia fifteen years ago, physical education was required of Freshmen and Sophomores. No credit was given for the courses. A student was simply penalized, if he cut the class, by having to attend two hours to make up classes that he missed. It was simply a task put upon the students with a penalty if they didn't do it, but no credit whatsoever for doing it. As for their attitude toward the work, there was no credit, and they tried to dodge it as much as they could. When the faculty agreed to give positive credit, points counting towards the bachelor's degree, as they do for other courses,—to treat the marks in those courses as they treat all other marks in the students' standing,—for instance, for eligibility for athletics, so-called athletic standing,—there were students in Columbia who were disqualified from playing on the athletic team because their academic standing was below the requirement, and that was due to a failure in the course in physical education. Now that may seem strange on the face of it, but you have got to be consistent in the thing if you are going to make a success of it, and since we have treated those courses exactly like other courses the students have changed their attitude; they consider the work important; they take it willingly and they get a whole lot more benefit out of it.

The question has been raised about giving academic credit for playing football. I have heard that question before, and I have heard it asked with a different intent from that which I know the speaker had when he asked it. Those who asked it before, in newspapers particularly, had in mind to make fun of the idea of giving any credit at all for physical education.

Now this is the way the courses are handled at Columbia. When the Freshmen enter, they are graded into three classes. Class A is composed of those students who have reached a degree of physical development and physical education as high as our standards for passing the required courses at Columbia, and out of the Freshman class we always have anywhere from 8 to 12 per cent of well-developed, well-trained boys coming from the preparatory schools, who can pass all our tests and examinations for the course in physical education and get a rank of "A," and there is no reason why we should compel those students to go through a lot of elementary body-building work. They are away beyond that; so we tell those young men in class

A: "You may elect your physical education; you can play football. All that this department requires of you is that you actually take part in some form of supervised physical education three hours a week; your attendance is taken and your work reported as satisfactory or otherwise." It may be in football or baseball or swimming or anything else, but that privilege is not open to all the students. Those who are in class B are required to take the regular work, because they have not yet reached the standard of physical education that we consider necessary or desirable for students to pass our courses, and those in class C are those who have physical defects which prevent their doing the normal work and coming up to the required standards.

Of course it would be eminently unfair to deny a bachelor's degree to a student because he had only one leg and couldn't jump or run; so we give such students special work to meet their peculiar needs, and give them credit on the basis of application, regular attendance, effort, and application in doing the work prescribed for them as individuals. And I can assure you, gentlemen, that this scheme is not visionary; it isn't theoretical. It has been in successful operation for a number of years, and I believe that it offers a solution to many of our difficulties, if we are going to accept the principle of this first resolution, and this other principle that the department of physical education will have a program with courses of study bearing credit, and if we treat it absolutely like all other departments and have the instructors giving the instruction in those courses and coaching the varsity teams and intramural teams all high-grade men appointed by the trustees and members of the faculty.

THE CHAIRMAN. Are you ready for the question? All in favor of the motion signify by saying "Aye." Contrary, "No." (The motion was unanimously carried.) The motion is carried.

(The secretary read the third resolution.)

A DELEGATE. I move that the resolution be adopted.

ANOTHER DELEGATE. I second the motion.

DR. WILLIAMS (Univ. of Minnesota). The third paragraph, I am sure, is one that would be specially interesting to all coaches. I am absolutely in accord with the spirit of these resolutions. Now, you will remember that last year a resolution was brought up at this meeting and passed with a proviso. I remember that I made a suggestion that a change be made. Among other things it was suggested that scouting be eliminated, and I made an amendment to the motion. The question came up as to the definition of "scouting," and it had been stated in the committee (so one of the members told me) that one of the reasons why they put that in was the fact that scouting had become very prevalent in the East; that one team would send a representative to the town of the home team and spend the whole week there, come out and



watch them practice, and in that way learn a great deal about what they were doing in their ordinary weekly practice, which it wasn't fair for him to know. I suggested that that be changed to read "scouting except at open intercollegiate contests," and the amendment was adopted last year. Now this year again this same word is introduced with the same proposition that scouting be eliminated. That is, we recommend that this should be so when we say that it is contrary to the spirit of amateur college athletics. Well, now, it seems to me that is a very broad and radical position to take. I can see readily how some professors getting together would think that a proper thing, and introduce this without realizing the wide-sweeping effect of such a little word as that in a resolution like this.

Now suppose any contest takes place like a debate, or anything like that. It is always the custom for one side to study the question as the opponents will present it. Now, then, if we put in a word like this, that "scouting" is not in accord with the amateur athletic spirit, we couldn't go and see another team play in the course of the season to get a line on that team. It would mean that our team wouldn't know what is going on in football; they wouldn't be able to learn as much football, and would go into a debate without having studied the other side of the question, and I can't see anything to be gained by such a proposition. It seems to me it is perfectly honorable and proper. For instance, suppose Harvard plays Princeton, is there any reason why a Yale man shouldn't go and see the game and then later on be able to know something about what Harvard is going to do and Princeton is going to do? They are going to do it anyhow, and anything like that, watching an open game, it seems to me is perfectly legitimate; and so I would like to propose again that this be amended to read; "scouting except at open intercollegiate contests." I don't see that there would be anything improper in that, and if you don't put in something like that, then there is going to be underhanded scouting, because you can't keep all Yale men and all Princeton men and all Harvard men away from the game that the other side plays, and it is all right that they be there; they pay their money, and they are entitled to go and see what is there, and I think if this organization amends the resolution to read "scouting except at open intercollegiate contests," all objection would be met.

Then there is another piece of legislation in there, where it says "secret practice." That is a broad statement, that secret practice is contrary to the spirit of amateur intercollegiate athletics. I suppose that if a professor should undertake to give instruction to his class in secret, and not have a gallery of young ladies present, that would be very wicked. (Laughter.) I can't see why it is necessary to say that secret practice is contrary to the spirit of amateur intercollegiate athletics. This morning it was said

that coaches shouldn't be called "coaches," but "instructors" or "teachers." Well, now, gentlemen, the great thing of secret practice isn't so much that we keep secret what is going on as it is that the men are not distracted. They can give their attention to the coach, and the teacher can give his attention and instruction to his pupils, without being disconcerted by an audience all the time. Now I believe there shouldn't be too much practice, so that the team is altogether shut off from the college, and they don't know the team by sight. You can carry it too far, but to say that private instruction is contrary to the spirit of amateur athletics, it seems to me is taking a very broad position, unnecessarily so. There are certain abuses in too much secret practice, but I would like to state very clearly that one of the great points of secret practice is not to keep things going on as a secret, but it is to have an opportunity for quiet instruction. Then, too, in the matter of keeping things secret, there is also a point there: You know the modern game of football is made up of strategy to a very considerable extent. It isn't simply who can stand it the longest, but in the modern game there are a great many varieties of play, strategic formations and forward passes, and formations where men get away out and spread out in the open, and do all sorts of evolutions, etc. Every different team is preparing for a strategic play. Why isn't it perfectly legitimate that they should have an opportunity to keep some of their tactics secret? When a lawyer goes into a contest in the court, he isn't giving away to the other side all his arguments before the trial comes. Nobody would ever expect him to do that, and yet here this bunch of professors—(laughter and applause).

Now of course one school can surmount the difficulties as well as another, so far as that goes, but I don't understand that there is any particular desire to suppress the strategy and tactics of football in this resolution. Until something more concrete can be worked out, I would amend that to eliminate the words "secret practice," and to define "scouting" as "scouting except at open intercollegiate contests." With those two changes, it seems to me that no coach or teacher of football (laughter) could object to paragraph three.

PROF. SAVAGE. Mr. Chairman, I would like to suggest to Dr. Williams that he had better look out if he is going to follow up football as a profession, for he is going to become a professor before long!

MR. FOSTER SANFORD (Rutgers). May I ask what the committee's objection is to a training table? Is it the expense that is attendant upon feeding the men—giving them extra and better food—or do they object to the men gathering and eating together? My idea of a training table is that its usefulness lies in getting the men together, and that it makes for the spirit of the



team and the *morale*, but I don't see that it is necessary that they should have any fancy food or any different food from the rest of the students. Is there any objection in the committee's mind to these men meeting and eating together, if they don't eat more expensively or any additional quantity or different kind of food,—if they are just fed as the ordinary men are and don't pay any more for it? Is there any objection to their gathering with their coach over the dinner table at night? In fact, that is where I get the most out of my team, in after-dinner talks, and I would sacrifice almost anything else in coaching a football team, rather than the opportunity that it gives me to get with the men after dinner and discuss the team's work of the day for about ten or fifteen minutes. It is my custom to do it each night, and I would like to know what the objection is to that system.

THE CHAIRMAN. It has occurred to the chairman that we could make better progress if we would separate this third resolution. It seems to me that the different items mentioned aren't very closely related, and some of them we might be willing to accept without question when there will be a question about other items. Will it meet the approval of the committee if we separate the third resolution into its parts? It occurs to me that one of the most important parts is the first item mentioned,—the short-term, or seasonal, coach. Does it meet the approval of Dean McClellan, who moved to adopt the resolution, to take it up part by part? (He signified approval.)

DR. WILLIAMS. I would like to ask a question. This seasonal coach: does that mean the head-coach, or does it mean all assistant coaches? You see, all the assistant coaches are seasonal coaches; that might include even the alumni. Now, would one coach be employed for the season to do all the coaching, or couldn't anyone coach unless he is employed all the year round? As a usual thing there is one head-coach, and he has a number of assistant coaches, and the assistant coaches are generally seasonal coaches, that is, they are utilized just during the football season. Any university can have one coach all the year round, but they can't get all the assistants. Does "seasonal coaches" in this resolution mean one head-coach, or all the coaches that have anything to do with the team?

DEAN McCLELLAN. The committee had in mind the responsible coach. It was discussed in the committee meeting that there would be assistants coming in, but that there would be a responsible coach. He is to be an all-year-round man who is interested in that work as a life work, attending to that and perhaps other coaching duties, as is the case in a great many institutions, particularly Western institutions. But that does not prevent bringing in assistants of all sorts who work for a short time. It didn't seem to us wise in this resolution, however, to elaborate these

things by working out a long statement in regard to it. We thought it probably would be sufficiently clear in this form, as it is a recommendation only, not mandatory. If anybody wants to evade it, I don't suppose anything is more easily evaded than all these resolutions.

PROFESSOR OPDYKE (Union College). As I understand it, these resolutions are to diminish the sectional emphasis in the different colleges, and to emphasize college sports as a whole, and I think if the resolutions are read in that spirit, with that interpretation, such questions as Mr. Sanford asks will be answered,—for instance, about the training table. The training table emphasizes football especially, and makes it extremely intensive during the football season, and as I understand these resolutions the clear intent is to undo a little of the overemphasis, as many of us think, of the football season; and if we have that interpretation in mind I think Dr. Williams' question is answered,—that if the coaching and responsibility are located in university control, in one man who has general charge of it, he will be able to coördinate it properly, and get his subordinates and assistants to do so. That is the way to interpret these resolutions, as endeavoring to undo some of the overemphasis of sectional athletics.

CAPTAIN MURPHY (Johns Hopkins). Just one point I should like to bring up here for consideration before we go further on this matter. It seems to me that the resolution placing all of this work as a definite part of the college system will do a great deal to bring with it conditions that the following resolutions are trying to bring about. That is to say, it is not quite so much the fault of the professional coach, nor of the training table, nor of the scouting,—it is the way it is all done; it is the control of it. It has occurred to me that possibly we are laying too much emphasis on the elimination of the professional coach and the elimination of these various things. Why? Because those particular features are peculiar to intercollegiate competition. In other words, there is a certain value to the highly specialized competition which must not be overlooked, it seems to me. Now, we are preparing to introduce our intramural sports, and a great many of us have done that, but there are specialists, men who are naturally of better ability along certain lines than the masses, and we as Americans will lose our American identity if we just bring everything down to a level. If we do these things, we will lose our American individualism and our incentive to be individual, and it seems to me that scouting as one particular thing is highly desirable as long as it is controlled along the lines that Dr. Williams has mentioned, and there is no need to elaborate further on that.

It is true, we all agree, that it is not a good thing to have somebody camp out on the other fellow's gridiron, but at the same time



we do want to know what the other fellow is doing; we do want to plan our attack according to what the other fellow is doing, and it gives us a chance to make football something where there is real, keen study, and it has become a profession we can't get away from. It isn't play any longer; it is a business, and I don't believe we want to drop that side of it too much; we just want to control it.

Therefore, I would like to suggest that we do not eliminate the professional coach; that we do not eliminate scouting, but control it; and that we do not eliminate the training table, but that we do adopt the idea expressed by Mr. Sanford that the real value of the training table is the getting together of these men to build up their *morale* by association with each other, and by knowing each other and becoming chums.

If you will pardon a personal reference,—in the army there has been great emphasis laid upon the football idea. That is to say, we take a company of men, and we have tried very hard to have the officers in command of these men understand and appreciate the keen, highly cultivated *esprit de corps* of a football team. We try to explain how it is gotten, and try to emphasize the idea of a coach in trying to hold his team together. When that company gets its orders to proceed, it proceeds with *esprit de corps* as a team.

I wish to say, then, that I feel it is not a question of eliminating a lot of these good things; it is a question of controlling them. An American doesn't want to be told all the time that he mustn't do this and that. He wants to use his individuality, and if we go too far we will get up against the same trouble we had in our amateur rules, where instead of controlling the situation the way we wanted to do it, we made liars, sneaks, and almost thieves out of otherwise honorable men. (Applause.)

MR. BOLES (College of Wooster). I would like to second what Dr. Williams has suggested. I think he made it in the form of an amendment.

DR. WILLIAMS. Inasmuch as the chair suggested that we take up each one of these points at a time, I think when that particular word comes up I will put my idea in the form of an amendment.

MR. BOLES. I am out of order on that then. However, on the question of the other—the seasonal coach—my stand on that would be that I think we should back up our committee on the strict interpretation of the meaning of seasonal coach. I think the chief objection to the seasonal coach is that he doesn't get the spirit of the college. If you bring a man into the college surroundings, and have him there for only six or seven weeks, he is not going to impart into our student body the kind of ideals that should go into them. I believe, therefore, we should put a strict interpretation on the expression "seasonal coach." When they

are through handling football, they can handle something else, and I think they should be there all the year round. Let us stick to what we have said and not weaken on this matter.

PROFESSOR BROWN. I feel that this is a question on which I should like to say a few words. I was the one lone voice that voted "No" on the previous resolution, I am sorry to say, not because I wasn't in favor of it but because I felt that it was perhaps too ideal for us to expect to attain in any reasonable length of time. Until we are able to endow a chair of physical education, I am sure that many of our smaller institutions, particularly in the South, would hardly be able to put on a member of the faculty who would take care of athletics. That is apart from the question under discussion; I simply wanted to explain my stand on the matter.

Now, athletics with us are conducted in the way I have indicated. I presume that incidentally the university pays me for teaching mechanical engineering. The conduct of athletics is perhaps my avocation, something which I enjoy and which I take a very great deal of personal interest in. We would find it extremely difficult to obtain a coach who would be able to take care of all our athletic teams. For instance, we have a man for football, a man who during the rest of the year is a hard-working attorney and who makes his living by the practice of law. In the fall he loves football; he takes a keen interest in the sport and in the students. He gets near them; he instills into them a spirit which no one else that I know of instills. He is perhaps a professional coach, because we pay him. I should very reluctantly give up our coach in football for a man who simply took care of athletics the year round. Now, I feel that it would be simply out of the question with us at the present time to attempt to put in a man who would conduct all our athletics, and that the system which we have at present, while it may have features that are unsatisfactory, still works out exceedingly well. I certainly should object to changing our system unless we were able to endow a chair of physical education and pay a man the year round to take care of all our athletics.

MR. SANFORD. I don't belong to this Association, but I should like to say a few words. You gentlemen are aiming at something that you can never get, that is, virtue by prescription. Now I have had as much experience probably in athletics and the conduct of them as almost any man that sits in this room. I have given as much time to it as anybody. Now, I am in it for constructive purposes, irrespective of what any man may believe to the contrary. I am not a paid coach. I give my services, and it is not true that I am sneaking off with twenty-five or thirty thousand dollars a year that somebody is slipping to me. I am earning every cent I get, so when I talk to you as I am about to speak



to you, I wish you would listen and take it for what it is worth as coming honestly.

You gentlemen have started this Association, and you have started to make over athletics with an idea of idealizing it. Now, the most idealistic situation that ever existed in athletics that I know of existed at Yale before they went into making rules. Yale never had a rule in my college days; they stood upon the foundation of their own personality and cleanliness. They played whoever they wanted to, but if they did play a man you could bet your last dollar that he was a *bona fide* Yale man, clean to the last shoestring. Now, what happened? Some of the universities that were playing us were getting men from other colleges, and we decided that we would have to make these colleges virtuous. How would we do it? We would put in first the one-year rule,—that was the beginning of the rules, and it started at Yale. Then the undergraduate rule,—that no man represent a university unless he was in the undergraduate school,—that is the next thing, and from that has grown the present condition. And where has Yale gone,—what has happened to her? Has she become more virtuous than she was? She has given to you gentlemen a chance to make rules for other colleges to avoid. Now, the man that makes the largest number of undergraduate rules for intercollegiate contests is the most virtuous. One college asked of our college the other day: "Do you play Freshmen, gentlemen? And do you do this and that? Well, we beat you by one—we can't play you." No matter what rules you have, no matter how many rules you have, it is the type of men you play that is important. What is the kinds of goods you are delivering? That is, what is your personality? As soon as you combine, as you have, you merge personality into the whole scheme, and one man is as good as another; he is judged by a code of ethics and not by himself. If you are going to have this fine rule that you passed as to faculty control, you can throw everything else out of the window. Then you get back your own personality, don't you? You own your own athletics, and as soon as you own them, stand on your own feet; be your own man; don't be governed by any rules. Virtue is an inherent thing within yourself; it isn't governed by prescription.

Now, you have all gone wrong, and I am just as sure of it as that I stand on two feet, and I have been sure of it for years. I have tried to persuade people of it, and I have written articles on it. I have written a high-brow thing that took me six weeks (laughter)—six weeks, and a lifetime of study—I wrote it and rewrote it and wrote and rewrote it, and I got three or four complimentary letters, and that is all. But I did say one thing that seems to have gotten across,—that is, don't do away with the professional coach; don't do away with him, dignify him! If he

has got the ability to deliver the goods on the field, and his conduct isn't what you want, don't kick him out; take him and mould him into what you want. If he has got the qualifications, make an associate out of him; he will grow to your standards if you teach him, but you don't do it. He is a thing of suspicion. The college says: "You deliver me a winner, and you deliver it without criticism; if you don't, you are fired, and we are going to blame you for everything, every bit of criticism that falls upon this institution." That is the professional coach. He is between the devil and the deep blue sea.

You can't get any all-the-year-round men. As soon as you do, three or four of them will break away and they will have all the teams and you won't have anything, and they will get all the gate-money and they will have all the stadiums and all the things that go with it and the crews and everything like that, and the first thing you know you will wake up and find yourself running not first, second, or third, but away back. The highly trained specialist is an American idea. We win at everything we go into; we give it the best and we get the best, and we hand it all we have got. That is Americanism; that is why we are beating the world. You can't come along with any retroactive stuff of this kind and get away with it. You wouldn't get anywhere.

Now look the thing in the face as it is. Take this rule and pass it and then go home with your own athletics,—that is my advice to you,—and run them like men; let your conduct be your advertisement to the world. I have been at Rutgers six years and the place has become dear to me. You can talk about the influence of a stranger, but I haven't seen a boy take a drink, nor have I seen a boy under the influence of liquor, since I have been at New Brunswick. I have been at a great many other institutions of this country. But there is a little institution that has come along under my guidance, and I take a great deal of pride in the way it has developed. I don't care about its victories or its defeats; it is the manner of its development I am thinking of. We haven't got but one man from out of the state, and we haven't got a man that comes more than sixty miles from New Brunswick; every boy is a high school boy and can go home in an hour. I think it is a wonderful thing to bring a team along like that just by dint of hard work and practice, and to bring those fellows up with purely a local high school bunch to start with. Now that is what you can do; you don't have to go and proselyte; all you have to do is to get your man and teach him clean sport. Take your own athletics and manage them. (Applause.)

THE CHAIRMAN. Any further discussion on the short-term coach?

THE SECRETARY. Before we vote (and this voting is going to be an important matter, because results are going to be sent all



over the United States to guide the colleges), I would like to suggest that the voting be done by the delegates. We have a considerable number of gentlemen with us whom we are glad to see and glad to hear, but the voting should be done by the delegates. The gentlemen present know whether they are delegates or not.

PROFESSOR STAGG. I don't like to take issue with my friend, Mr. Sanford, but I must take issue in some respects. I date back a long while. My class has had its thirtieth reunion at Yale. After I came there, I heard of Yale importing two men from Chicago to play baseball; so that back in those times there were some things done by Yale that were certainly not to her credit. During my time there, I knew, after the affair occurred, of a man who had no business playing on our team because he was getting everything and was there simply to play. But this came out afterwards. I presume there have been other cases; and so I state that everything was not ideal at Yale in the early days. Moreover, it was true that we knew of some rules, because I personally refrained from pitching for money because I knew it wasn't right for me to do it under the rules, and that is more than thirty years ago, and I had some very good offers (laughter), and further than that, I needed the money (laughter); but I kept away from it because I knew it was not right to do it and to play on the Yale team. Now what we suggest here, as I understand it, is not law at all. We are here simply offering suggestions to the great mass of colleges throughout the country,—suggestions along an ideal program; and I take it that what is presented here in this resolution is simply for that purpose; and not one of us can gainsay that what we want, gentlemen, is an ideal program,—something to work for, something to inspire us, something to set before us all that may lead us to a larger light and a better action. We have adopted to-day, as I understand them, resolutions looking forward to physical education through all the primary and secondary grades, through the high school and through the colleges, with national legislation. That is an ideal that we are working for. Now, as I take it, this resolution is along the same line; it is an ideal that we want to work for. Is there any gainsaying the fact that the ideal thing is to have athletics conducted by the institution itself, and as a part of the institution, by men who have a hearty interest in the institution,—whose life is bent on the interests of the institution,—who feel its every feeling, who have its honor in their breasts? There isn't any question but that that is what we should work for, because under those conditions we know that the man who has worked for athletics, who conducts athletics and physical training, will have the spirit of the institution, and therefore will do honor to it all the time, and all the evils which go with the other thing will not be a part of them.

Therefore, I would favor any resolution which presents an

ideal for us to work for, simply because we want to hold up before our colleges of the country that very thing. Now, I don't believe in a narrow policy at all; but if we say that we want our men who are going to have the coaching of these young men, who are going to have the instruction of them,—if we say that we want them to be members of our faculty, belonging to the institution, we are simply doing that, gentlemen, which is going to make for the best interests of the institution and for the honor and the glory of athletics, and for the upbuilding of the men who participate in them. (Applause.)

MAJOR MOORE (Harvard). I feel that the resolution itself is so utterly vague that it will absolutely fail to accomplish the purpose for which it is intended. Now in the case of the crew at Harvard, it isn't so much a case of giving the men special food or even getting them together, as it is of getting them fed at all after their afternoon practice. They are out on the river, and three-quarters of the time they have to wait until six or half-past six before they eat at all. Now those men can't eat at regular boarding houses; they have got to have some place where their meals are served when they get ready for them. I feel, as Dr. Williams has said, that it is perfectly legitimate that the strategy of the coaches and players should be kept secret until the game. I suppose every team that we play has graduates in our law school who are expert football players. If those men in the law school all decide to come down and watch the play, the result is that we don't make a move or devise a play before we put it out against them that they don't know. Why isn't it right for us to send men to watch them play in their practice, not to sneak around, but to get what they show to the public? I think it is absolutely legitimate. These things alone show the utter impracticability of the resolutions in my eyes, and I don't believe it is worth while to pass a resolution to which nobody is going to pay any attention.

PROFESSOR STAGG. Mr. Chairman, I understood the resolution was divided, and that we were talking on the question of the seasonal coach.

THE CHAIRMAN. That is my understanding. I think it would be a waste of time to try to vote on the whole resolution. We are voting on the short-term coach.

I agree entirely with Mr. Stagg on the matter of the ideal situation, and from that point of view I want to vote for this resolution, but I should hesitate very much and should dislike to vote for a resolution that would seem to make the University of Minnesota a violator of a resolution of this Association if it were to retain Dr. Williams as its coach. I should also hesitate very much, to come closer home, to vote for this resolution if it meant



that the University of Michigan were to be considered as a violator of this resolution if it retained its coach, Mr. Yost.

PROFESSOR CRENSHAW (Georgia School of Technology). There is no question but that Michigan would be delighted to have Mr. Yost for an all-year-round man, and I dare say the same thing is true in the University of Minnesota with reference to Dr. Williams. I know of no more loyal University of Minnesota man than Dr. Williams, and no more loyal University of Michigan man than Mr. Yost. I wish that this resolution might be changed somehow—I don't know how to suggest it myself—so that we can vote in favor of this resolution as an expression of an ideal without at the same time opening the various institutions to the charge of violation of the rule in case they do not comply with it.

MR. BARTELME (Univ. of Michigan). If you take certain of these men who have been connected with such universities for years, I don't see how you could put those men in the class of season coaches, because they are part and parcel of the university, and to them the name and reputation of these schools are as dear as if they belonged to the institution for the whole year. In those cases I think they might not be considered as seasonal coaches at all.

PROFESSOR BOLSER (Dartmouth). I think it has been moved that we separate this resolution into its component parts, and it hasn't been voted upon.

A DELEGATE. I move that we do take them up separately.

ANOTHER DELEGATE. I second it.

THE CHAIRMAN. It is moved and seconded that we take up the resolutions separately. All in favor say "Aye." Contrary, "No." The motion is carried. We are on point number one—the short-term coach.

MR. BROWN (Univ. of Pennsylvania). I feel exactly the same way as my friends from Cambridge and from Minnesota feel on this question. It seems to me that in our intercollegiate relations we particularly want to be frank with each other; that is what we are here for, and I wouldn't be willing to vote for any resolution that I couldn't whole-heartedly support, so that I can go back to my institution and say that that was the clear intent and purpose of this meeting and should be followed. Now, what is the situation in which we find ourselves on the question of the seasonal coach? We have at Pennsylvania, and I think every institution of any size has, men who are loyal alumni, who are interested in the university, and who are willing to give part of their time to the university. Now, are you going to call those gentlemen seasonal coaches, or are you going to say, because they are only employed a part of the year, that they cannot coach a team at that institution? It seems to me that we are getting into

difficulty from the first; we are trying to regulate a thing, in my judgment, which it is the duty of the university itself to regulate.

The second resolution which we have passed deals with conditions that I heartily approve of. It deals with mass athletics and the recognition at each university of the importance of the proper conduct of athletics; but it seems to me that if we go further, and confuse the subject which we are now discussing with the subject of the second portion of this resolution, we are going to get into difficulty, and we are going to weaken the effect of our action in the first two instances. In my judgment they should be absolutely separated, and speaking personally it seems to me that each institution for itself ought to determine what its policy is going to be on seasonal coaches, training tables, and matters which have to do with that particular institution. Conditions vary in each institution. What might be proper at Cambridge, for instance, in the training of the crew would not be possible with us, because we couldn't afford to have a training table, and therefore we wouldn't do it. On the other hand, we might be able to afford a training table at Poughkeepsie, for instance. There is another difficulty. You send your crew to Poughkeepsie (it is the custom to send them for a week or two weeks); are you going to say that those men shall not be permitted to eat at the table together because it is a training table? Now, whether it is desirable to send them there for two weeks or not is another question, but it has been done and may be done in the future. In my judgment there are so many difficulties in the way of applying the last portion of this resolution which we are now considering, that we ought to eliminate it entirely. (Applause.)

PROF. SAVAGE. It seems to me that all the speakers on this resolution so far, with the possible exception of Mr. Stagg and Mr. Opdyke, have forgotten the part stated in the last line. All of these things we are talking about we are discussing as if we were going to legislate them out of existence this minute. Now if we believe in this fine resolution which we have adopted, it seems to me it is absolutely a corollary that these things that are specified in this last paragraph are contrary to the spirit of that resolution, and that is all that this paragraph says,—these are contrary to the spirit of amateur collegiate athletics. Now it may not be so in your college right now; if you feel that it is all right, under this ideal that we are working towards, to retain this coach or that coach, you can do it. There is nothing mandatory about it. The coaches aren't all going to lose their jobs when we adopt this resolution; it is going to be a term of years before we can in some of our institutions come anywhere near what this ideal holds up. We are simply hammering away as we have been for ten years toward an ideal. As we look back over ten years, every one of us is sure that we have progressed toward better intercollegiate re-



lations. Let us not be afraid to legislate some things that are simply ideal. I think that everyone will agree that this kind of a situation, where we have these things going on regularly, means professionalized and commercialized athletics rather than the purely ideal standard of amateur sport which we are trying to bring in, with faculty control and faculty recognition of the educational values that are inherent in these activities.

PROF. PHILLIPS (Amherst). Gentlemen, I think that all of us felt after the meeting this morning that the main thing we wanted to get together on in this whole matter was something that is going to affect in a very valuable way the youth of the land in his physical education. Now, it seems to me as we have heard the discussion to-night, that instead of getting together we are pulling apart. We are a bunch of professors and a lot of coaches; we want to do the very same thing and we ought to try to get together. Now, that means that we have got some mighty hard things to do that will hurt like everything, if we are going to clear the air and do what this resolution proposes. It proposes to put athletics in proper relation and in proper proportion to a college curriculum; that is what it is driving at; and if that means that we have to do certain things to accomplish it, we ought to have the courage, perhaps not this year, but in a few years, to do it. Putting things in proportion and relation means that we must recognize that one of the most disturbing factors in keeping athletics in their proportion to the college curriculum, which is set up to do the best it can for the student, is the short-time coach, simply because he is not responsible to the college throughout the year. Now, I am not going to go into the technical points of this question; but it seems to me we ought to bear in mind that we want to do the very best thing we can to keep this whole business in relation to the whole college curriculum. Just how this resolution should be worded in order to cover that ground is not for me to say, but I do think we understand that the short-term coach is the man who is so interested in his sport that he overlooks its relation to the rest of college life. It is for the college to say just what the relation is; and that college does best which puts its college athletics in the best relation and in the best proportion to the whole college curriculum. I think if we bear that in mind we can get together on these questions better than we have been doing.

MR. BARTELME. Along the line I suggested a minute ago, I am going to propose as an amendment to the resolution adopting the first part of the third paragraph, to add after the word "that": "In furtherance of the foregoing, it is the sense of this Association, that as soon as possible and practicable, seasonal coaches be replaced by or be made year-round men." Perhaps that isn't worded quite the way it ought to be, but my idea is to

make that read so that those who are in sympathy with the ideal as expressed by Prof. Stagg (and I am in favor of that ideal) can vote for this resolution and at the same time it will not subject various institutions to criticism for not having followed it. I therefore move that those words be added as an amendment.

A DELEGATE. I second the motion.

THE CHAIRMAN. The secretary will please read the amendment which has been made and seconded.

THE SECRETARY. "That in furtherance of the foregoing resolutions it is the sense of this body that as soon as possible and practicable seasonal coaches be replaced by or be made year-round men."

CAPTAIN MURPHY. Might I say just a word in coöperation? I believe that Mr. Brown of Pennsylvania hit the nail right on the head, when he said that the third resolution in its entirety is superfluous. In other words, we have already passed a resolution recommending that the whole physical training and athletic program of our colleges be made a part and parcel of the educational system. Now, then, if that is so, why isn't that department of physical training and athletics of the university just as much under the control of that university as any other department of that university? Therefore, why is it that we have to have an argument over a professional coach? Once again I would like to emphasize that it is not the professional coach that causes the trouble; it is those who are responsible for the professional coach that cause the trouble. May I say just a word to qualify myself here? I cannot be classed as a professional coach; I am on leave of absence from a year-round contract, in spite of the fact that I am a head football coach. I am not a head baseball coach, however, nor head track coach, nor basket ball coach either. I am an athletic director and football coach. Now, then, all the rest of the coaches are to be under my supervision, and I am responsible to the university for the conduct of athletics all the rest of the year, not only in football; I am responsible for the manner in which the track coach carries on his work, and how the baseball coach carries on his work. It is not the professional coach who has the money in his pocket to go out and buy athletes. It is our enthusiastic alumni and our alumni organizations who say to the coach, when they put up a big pile of money for him: "Here, we are going to give you money and men and equipment; give us a winner or you lose your job." Once again I emphasize that it is not the coach himself that we want to get rid of; it is the method of handling that professional coach. We need more year-round men who have the ideals expressed here by Mr. Stagg, and a year-round man ought to be put into such a position in the college and so dignified that in his position he is able to demand what our college athletics need. I think the whole third resolu-



tion is superfluous, and that the two first resolutions cover the whole situation.

THE CHAIRMAN. Any further discussion?

MR. BROWN. I would like to table that last resolution.

A DELEGATE. I second the motion.

THE CHAIRMAN. It is moved and seconded that the resolution be tabled. All in favor of the motion signify by saying "Aye." Contrary, "No." The "noes" appear to have it. All in favor of the resolution raise your right hands—"14." Those against tabling the resolution raise your right hands—"24." The motion to table is lost. We are now on the amendment to the first item. All in favor of the amendment will signify by saying "Aye." Contrary, "No." The "ayes" have it. The question now is on the first item, of the short-term coach, as amended. The secretary will please read the motion as amended.

THE SECRETARY. "In furtherance of the foregoing resolutions, already adopted, it is the sense of this body that as soon as practicable seasonal coaches be replaced by coaches appointed for the year, or by themselves given appointment for a year or more."

THE CHAIRMAN. All those in favor of the question signify by saying "Aye." Contrary, "No." The motion is carried. The second item appears to be secret practice.

DR. WILLIAMS. Mr. Chairman, I spoke about that before. I move that the words "secret practice" be eliminated from the resolution.

THE CHAIRMAN. The motion is unnecessary. Just vote down the proposition. Any discussion on "secret practice"? All in favor of the motion as read signify by saying "Aye." Contrary, "No." The "noes" appear to have it. All in favor of the motion raise your right hands—"8." Those opposed to the motion raise your right hands—"17." The "noes" have it. The third item is "scouting."

DR. WILLIAMS. Mr. Chairman, in talking with one of the members of the committee after I had made my remarks, he said that I was entirely wrong; that the committee hadn't intended any such interpretation of the word "scouting" as I had given it. Well, if that is so, of course I won't have any objection; but you see in the West we speak of scouts and scouting as doing this very thing I spoke about. We send a scout to see the game of our opponents, and he comes back and makes a report; so if this word remains, according to our interpretation of the word that is what it would mean. Last year I asked that this be interpreted to read, "scouting except at intercollegiate contests," in order that there might not be any misunderstanding. I would like to propose an amendment that this be clarified by adding those words.

DR. PALMER (Swarthmore). I want to give two experiences that came under my direct observation inside of two years. Dur-

ing a football game, my attention was called to a gentlemen in the grandstand who was acting in a suspicious manner. I went to the grandstand and watched him, and I observed him copying down plays. I saw that he was copying signals, and I asked him what he was doing, and he informed me he was copying plays. I asked him if that was a sportsmanlike thing to do. I tried to get the paper, but he was too quick for me. It developed that he was sent there from an institution in the South to scout on the visiting team. Now, they were to play the next Saturday; and I want to ask if that is developing Americanism, and the qualities that we want to develop?

At another game, the victorious team made the statement to some of the players after the game, that they knew every play and every signal, and the fact was that they did, because when the signals were given I saw they laid for the player before he got to the line. Is that fair competition in college sport?

DEAN McCLELLAN. It is well known to people who have to do with contracts that if you want to make a contract easy you fill it with words. The tightest contract is the contract, generally speaking, of the fewest words. I don't believe it is possible to give a definition which will make it impossible for anybody who wants to beat it to beat the definition. When you say that scouting is to be eliminated, you leave that idea undefined, it is true; we won't all agree on that definition; but you put that idea of scouting in the resolution and each team has got to say: "Well, what is scouting?" Now, Dr. Williams asked me a question a few minutes ago, and I said that I couldn't see that it was scouting, if, when two teams decide to play right out in the open and sell tickets to the public, and invite people to come and look at them play, somebody goes and looks in a general way at that play and comes back home and says: "Why, these fellows do this and that." On the other hand, just to illustrate the amendment proposed. Although you do say "except at intercollegiate contests," men can go and take notes and watch signals,—not look at the play in a general way, but can pry out in some way the secrets of the game. Now, every one of us will acknowledge that that is a kind of an unfair thing, and even this amendment that is proposed wouldn't obviate that. The minute you say "scouting" you have done all that is necessary, and it is legitimate to leave the interpretation of "scouting" to each team or each institution to decide for itself, according to its notions of honor and rectitude in the interpretation of such things. I don't believe we will get far by trying to interpret these rules minutely or by giving them definitions, with the hope of making them so definite that there will never be any question about them. Therefore, I am very much in favor of holding up the idea of no scouting, and letting each institution define its notion of scouting. (Applause.)



PROFESSOR OPDYKE. I personally don't see, according to that definition, why you take up the question of scouting at all; if you can have secret practice, every coach must make sure that there isn't anybody sneaking around; he will have all the gates closed. If a man is entitled to go to a football game, if he pays for his ticket, and goes and brings back information,—if you don't consider that scouting, I don't see the use of discussing this question at all. I have known instances where a man visited another town, and stayed from three to four days, and lived at the hotel, and the coach was foolish enough not to have secret practice, and of course a lot of information was gotten that the coach probably didn't want to let out; but if you allow secret practice, I can't see any need of discussing the question of scouting.

DR. WILLIAMS. Mr. Chairman, I should like to say just one more word. I can't see how it would be right that a rule should be passed with a general understanding and not a complete understanding, so that out on the Pacific coast it should be interpreted one way, and on the Atlantic coast another way. Now, when we make rules for football, we are supposed to make absolutely clean-cut rules that will be interpreted the same way in California as in New York, and that is what the football committee has been trying for years to do, to get absolutely clear rules. Now this last fall, when the United States Government passed the regulation that there shouldn't be any football playing in the afternoon until 4.30, that was a Government resolution (Major General Rees determined it that way); but we found that different institutions interpreted it differently; and late in the season we found that down in Illinois they had their two hours in the morning, whereas we didn't have ours until five o'clock in the afternoon; and it was dark when we played and light when they played. The interpretation was different, and it was absolutely unfair to the two teams. Now, I say, it isn't the thing to generalize when we pass resolutions; let us have something definite so that we know what we are doing. I would move that something be put in to let it be clearly understood that scouting is meant according to our Western interpretation of it, and that an amendment be adopted, just as it was last year, and that it read—"scouting except at intercollegiate contests."

DEAN McCLELLAN. I should like to ask Dr. Williams what "scouting" is.

DR. WILLIAMS. I would call "scouting" this. If, for instance, Yale were going to play Harvard, and I were a Yale man sent out to look at that game, I would go down to Cambridge, and sit in the grandstand, and see the game just as everybody else saw it, and I would try to see everything I could that Harvard did. And everything I saw I would be entitled to see, and everything I saw I would be entitled to tell about. I would come back to

report what I saw about the game, and I would say that was perfectly legitimate scouting.

A DELEGATE. Would you write down any formations?

DR. WILLIAMS. I would try to keep them all in my head. (Laughter.)

MAJOR MOORE. I think there is a misunderstanding as to what "scouting" is. If a Princeton man wants to scout on our team, he comes to me and tells me just what ticket he wants and where he wants it, and we give it to him; and when one of our men goes to New Haven, we go to the Yale manager and tell him we would like to sit just wherever we want to sit. As a matter of fact, our scout never puts down anything, but a week after he can write down the position of every player! It is done with the knowledge of Yale and done with the knowledge of Princeton, perfectly open. We have no objection to it and they have no objection to it. There is nothing underhand or objectionable, or against the spirit of amateur sport in it.

PROFESSOR STAGG. I am in accord with Dr. Williams and with Mr. Moore on this point, and the reason for it is this, as it lies in my mind. I think that while we want to set the ideal before us of playing the game fairly, and that is what we are trying to do all the time, that it is not out of point with fairness, if we simply say that we invite you to come and look at our games when we play an open and public game. Here is a bit of history. Back in 1906, I got up an agreement which I submitted to Minnesota (to Dr. Williams), and in that agreement was the statement that no spying privately should be countenanced, but that it was permissible for representatives of either team to visit the public contests and witness them. The idea was that everything should be done in a gentleman's agreement on the matter. That was later adopted with a lot of other things by the Western Conference, and it is still in force, and the way it has worked out is that we have no trouble whatever on that point, just as Mr. Moore says Yale is invited to come and see Harvard play. I would second the motion, and I believe the resolution ought to be amended as suggested by Dr. Williams.

DEAN BRIGGS. I think Mr. Moore and Mr. Stagg brought out a point about scouting at Yale, Princeton, and Harvard. Nobody, so far as I know, has accused any one of those three colleges of dishonesty in its scouting on the other colleges. Every courtesy is furnished to the scout. It isn't that scouting is dishonest; it is a question of whether part of the football equipment of the university should be a paid scout or a group of paid scouts; whether that kind of equipment is desirable in amateur athletics. It is a similar question about secret practice. I don't suppose any reasonable person thinks secret practice is dishonest; it is a question of whether it is desirable.



PRESIDENT DURKEE (Howard University). Wouldn't you cover the situation by using the word "spy" instead of the word "scout"? Isn't that what we are after, to eliminate spying, but not what has been interpreted as scouting?

THE CHAIRMAN. I am sure the chair has been very much interested in this discussion. If I may say a word, it has occurred to me that we have gone on record a great many times in favor of good sportsmanship; and it seems to me that all you are voting on is to reaffirm good sportsmanship without going into details. I don't see how our position can be strengthened particularly by passing this part of the resolution. It is largely a question of good sportsmanship. Any further discussion? All in favor of the amendment signify by saying "Aye." Contrary, "No." The amendment is carried. Is there any further discussion on this part of the resolution as amended? All in favor say "Aye." Contrary, "No." The motion is carried. The next item is the training table.

CAPTAIN MURPHY. I move that the training table section of the resolution be dropped.

THE CHAIRMAN. May I ask the committee, do they mean by the training table, any meeting at a hotel at which the boys pay their own bill, or is the point that someone else is paying the board?

PROFESSOR SAVAGE. I would answer for the committee that each local institution can interpret that suggestion just as it pleases. That is the spirit of this whole thing. These are not mandatory; they are left to the sportsmanship of each institution, every single one of them. If we kept that in mind, we would have been away from this harangue long ago.

PROFESSOR STAGG. Mr. Chairman, I would like to have Mr. Bartelme speak on the training table. He spoke last night on it.

MR. BARTELME. I am afraid Dr. Stagg has taken advantage of me. I made a confession last night at the meeting of the Athletic Research Society. I stated that at one time I felt very keenly on the training table proposition, and I felt that I was supported by good authority, no less than the authority of Dr. Stagg himself, who at one time felt that it was impossible to develop athletics without an organized training table; and I was backed by men such as Fitzpatrick and Murphy, of whom I had taken occasion to make inquiry on that matter. However, we finally decided of our own accord, in anticipation of going into the Western Conference, to abolish the training table, and we found that we could get along without it. Our teams seem to be in quite as good condition, and we are rather glad to be free of an encumbrance that did cause some inconvenience, at least to the extent of a considerable outlay of money. I don't believe we had any other trouble. We were able to get along without the

training table, and are satisfied that we can get along without it in football. I can well see, however, how a crew situation might be somewhat different, as has been said. They get in from the river late and it is really necessary to make some arrangement whereby the boys can get together for a late meal, but we are getting along without the training table and will continue to do so.

PROFESSOR PHILLIPS. Hasn't it been proved by the late war that a training table isn't necessary for the conditioning of the men? If you put the mess at camps against the training tables we have had in the last twenty years, and compare the work that they did under the mess conditions, doesn't it prove that we don't need that kind of food for the conditioning of the men under pretty strenuous work?

PROFESSOR STAGG. It is the experience of the Western Conference after thirteen years of trial that the training table is of no particular value in the conditioning of the men. Mr. Bartelme has said that I used to believe in it, and I did. When the rule was adopted by the Western Conference, I thought it would be a serious detriment to the conditioning of the men, but I soon found that it had nothing whatever to do with the conditioning of the men,—that the men were in fully as good condition, and it was just a question of how you work the men as to what their condition was. Of course, we advised them more or less as to what they were to eat. After thirteen years of experience, I can say that the men were in just as good physical condition, and in fact I think better, because in earlier days when they had the training table they used to overeat, and we couldn't quite give them work enough to undo what they had done. (Laughter.)

THE CHAIRMAN. All in favor of the motion signify it by saying "Aye." Contrary, "No." The motion is carried.

THE SECRETARY. Organized training or coaching in the summer vacations is the last item.

THE CHAIRMAN. Is there any discussion? All in favor signify by saying "Aye." Contrary, "No." The "ayes" have it.

One of the particularly difficult problems that many of us have had to meet, which is sometimes aggravating and irritating, has had to do with the relations between the military department and athletics and physical training. I think those college men who are in institutions where military work is required, think that the military people are rather arbitrary, at least at times; and I am equally certain that the military people are sure that the college people are unreasonable at times.

We are favored by having Colonel Morrow with us. He will have charge of the R. O. T. C. work, and will have considerable to say about the military work that is to be given by those institutions receiving Government support; and I am sure that he will



be very glad indeed to tell us something of it, and point out some way by which friction may be avoided.

#### PLANS FOR THE R. O. T. C.

COLONEL MORROW. Mr. Chairman and gentlemen: It has been a very great privilege for me to-day to hear the discussion on these matters pertaining to the universities and the colleges. I come from the committee which has charge and supervision of the military training in the educational institutions. I think that if this war has demonstrated one thing more than another in a military way, it has been the value of the educated man to the Government in a time of emergency such as we have just gone through,—the value of the properly physically developed man. For nine months I was associated with the training and development of our troops on the other side. I went over with the First Division, and General Pershing at once sent out a commission to investigate the methods that then prevailed among the British and French armies. We visited their schools and their training centres, and then went back and started our own. We had some of the best men of the two services associated with us in that work. You can imagine that when the time came for our men to be put to the test, we felt some anxiety to know just how they were going to succeed, as to how they were going to be in the head work and how they were going to stand up, man for man, against the Boche. We talked to them very encouragingly, and we were reassured by the British and by the French, that our men were going to make good against the Boche; and I think that we inspired them with confidence, so that when they had their first contact they felt a spirit of confidence. In fact, it was shown when the very first troops went into line and had a night attack. The Boche got over into the ends of the village, and everything was in darkness, and our men went out individually with their guns in their hands to meet them, man to man, and the Boche didn't stay. (Applause.)

In the matter of the educated man being useful to the Government and national defense, in such an emergency as we have just had, I think of one short-term officer that we had at the artillery school, an officer who had been in the service but a very few months. He had had no previous military experience. The commandant of the artillery school said that that officer could talk with any French artillery officer that France had. He had another officer who had been but a very short time in the service who could talk French with their leading French authorities. Those represent the intellectual types, and show the value of the intellectual man in an emergency, when you have got to bring in and develop a great many officers in a very short time.

I like to think, as representing the athletically prepared man, of

a young soldier who was in my company when I went over, who had his very first experience in the line when he went over with the first patrols that went into "No Man's Land." He went out two or three nights, and had little or no success. He was a man who had been the mainstay of our baseball team when we were on the border three years ago, a clean-cut, fine athlete, always strong on the bases and good in the field. He came up to the captain and said: "I should like to go out into 'No Man's Land' to-night by myself. I think I can do better out there alone than I can with those other men." They gave him the chance. He went out as soon as it became dark, and crept through the wires, and went across "No Man's Land" (it was then three or four hundred yards wide) and got up to the Boche wire entanglements; he waited, and located the points at which the Germans had sent out their patrols; where they came through under their own wire; where they separated; and the patrols that they sent out to get information along our line; and he brought back most valuable information of which we made very good use later on.

It was said to-day in Dr. Angell's paper that the message brought from the colleges in the West to those in the East was that athletics should be regarded as an educational task of the institution. Now it seems to me, gentlemen, that there is a third feature which we ought to put in line and parallel with these two, in view of the experience that we have had during the last year, and in which our country has surely been sorely tried and which has taxed our resources. It seems to me that if this war has taught us anything, it has taught us that the institutions should include, along with the athletics and the academic work, the giving of such military training to its graduates, that they can fight for and be of some service to their country in the time of the next emergency. It would seem to me that the three ought to go along side by side.

President Lowell said to one of our representatives in the last few days that he considered the mission of the university as primarily to train the mind. He said he didn't think it was of very much consequence what subject-matter you use for the purpose, and that he for one was very much disposed to give more prominence to military subjects and the theoretical instruction than they have had heretofore. That shows one way in which the academic work and military work can combine.

You gentlemen who are connected with the athletic training of the men can perform a very great national service by the proper control and supervision of the mass development of the men in your institution.

I am sorry that I haven't heard mentioned in any of your resolutions to-night anything that touches on that, although we heard this morning that point brought out in the various speeches. I



don't think that your resolutions included anything of that sort. Now, if you will permit me (and I have only one object in all this, and that is to serve the Government and to be of some use), I do hope that you will see your way clear to announce that one of your ideals and your policy is to reach the mass of the student body. That will be performing a real military service, in which the military and athletic are thrown into close association.

I know that your purpose in life is just as patriotic as that of those who are more closely associated with the Government; that if the Government to-morrow said that the national defense demanded that you should make a surrender of certain things and make sacrifices, you would all say: "Our country first always." If that is true, why is it then that we might say the military goods don't seem to take? That is a question that I ask myself and I ask our committee. There is a market here for it. It must be that the War Department itself falls down; that it does not present its wares in a way that is acceptable.

I have come here to-day with the hope that I could get into closer association with you gentlemen, and that we could be of mutual benefit to each other. If we can find out that the attitude of the War Department in any way is wrong; that it makes too great a demand; that it is too inflexible; that it is too arbitrary in anything that it does,—I say, the committee which has the guidance and direction will surely endeavor in every possible way to bring about a modification of it. We solicit, we desire, we welcome any suggestions that will enable us to do that.

There is one thing that we do not want you to do, and that is to stand aloof and deny all consideration of the proposition. I don't think that you want to do that because that won't be serving a national purpose. If you can serve your own purpose and as well serve the Government, I feel sure that you stand ready to do it. Now, if the institutions that you represent are not in favor of military training, we would like to consider the elimination of much or all of it. We have now the summer camp in which we can do a great deal. If you say that the matter of drill through the year interferes with athletics, that you want your men to be in a military organization, but that you don't want their time sacrificed or taken away from athletics, give us the opportunity to submit a proposition and see if we can't make it agreeable to you so that we can work side by side as a team. I know that objections were made to the R. O. T. C. (and there were similar objections to the S. A. T. C.) that it was too set, and it superimposed on every institution absolutely the same form and type of instruction and the same requirements. In my opinion this was not sensible, and the scheme should be more flexible. Now I ask and hope that you will show us how we can make the thing acceptable to you. If I can answer any questions bearing on it, I

surely would be glad to do it. I know that the S. A. T. C. in a way has had an unfortunate life. It did a great deal of good; there were over five hundred institutions that had it, and most of them were sorry to see it go. Had the war continued, and had the plan operated for six or eight months more, it would have more than justified itself. The unfavorable results that have come from it have not come from the nature of the S. A. T. C. so much as from the fact that it required so much change to bring it about, and that it was so short-lived and required such a reversal to get back to normal conditions.



## APPENDIX I.

### CONSTITUTION AND BY-LAWS OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

#### ARTICLE I.

##### NAME.

The name of this Association shall be the NATIONAL COLLEGIATE ATHLETIC ASSOCIATION.

#### ARTICLE II.

##### OBJECT.

Its object shall be to study various important phases of college athletics, to formulate rules governing athletics, and to promote the adoption of recommended measures, in order that the athletic activities in the colleges and universities of the United States may be maintained on an ethical plane in keeping with the dignity and high purpose of education.

#### ARTICLE III.

##### MEMBERSHIP.

SECTION 1. All colleges and universities in the United States are eligible to membership in this Association.

SEC. 2. Two or more colleges or universities may, with the consent of the executive committee, maintain a joint membership, and be represented by one delegate. This delegate shall be entitled to one vote only.

SEC. 3. Any institution of learning in the United States, not included within the definition of the constitution as to active membership, may become an associate member of this Association. The delegate of an associate member shall have the same privileges as the delegate of an active member, except that he shall not be entitled to vote.

#### ARTICLE IV.

##### ORGANIZATION AND OFFICERS.

SECTION 1. For the purpose of this Association and the election of the executive committee, the United States shall be divided into nine districts, as follows:

1. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.
2. New York, New Jersey, Pennsylvania, West Virginia.

3. Delaware, Maryland, District of Columbia, Virginia, North Carolina.

4. Kentucky, Tennessee, Mississippi, Louisiana, Georgia, Alabama, Florida, South Carolina.

5. Illinois, Ohio, Indiana, Michigan, Wisconsin, Minnesota.

6. Missouri, North Dakota, South Dakota, Kansas, Nebraska, Iowa.

7. Texas, Arizona, New Mexico, Oklahoma, Arkansas.

8. Wyoming, Colorado, Utah, Nevada.

9. California, Oregon, Washington, Idaho, Montana.

SEC. 2. The officers of this Association shall be a president, a vice president, a secretary, and a treasurer (these two offices may be held by the same person), and an executive committee, consisting of the president, the secretary, the treasurer, one member from each of the districts above mentioned, and one member from each local league or conference of colleges whose membership consists of at least six colleges, four or more of them being members of this Association. The member to represent the league shall be elected annually by the league, and shall be a representative in the league of a college that belongs to this Association. One person may represent both a district and a local league on the executive committee.

#### ARTICLE V.

##### DUTIES OF OFFICERS.

SECTION 1. The president shall preside at the meetings of the Association and of the executive committee. He shall call a meeting of the executive committee whenever necessary, and a meeting of the Association when requested in writing by ten or more of the institutions enrolled as members.

SEC. 2. The vice president shall perform the duties of the president in the absence of the latter.

SEC. 3. The secretary shall keep records of the meetings of the Association and of the executive committee. He shall report at each annual convention the actions of the executive committee during the preceding year. He shall print such matter as the Association or the executive committee may determine.

SEC. 4. The treasurer shall have charge of all funds of the Association, and shall submit at the annual convention a detailed report of all receipts and expenditures, which shall be printed in the annual Proceedings.

#### ARTICLE VI.

##### MEETINGS.

SECTION 1. There shall be an annual convention of this Association during the last week of December or the first week of



January, at such time and place as the executive committee may determine.

SEC. 2. Special meetings of the Association may be called at any time as provided in Article V, Section 1.

SEC. 3. Two or more colleges or universities may be represented by one delegate. This delegate shall be entitled to one vote only, except on questions or motions upon which he has definite, written instructions from the proper authorities of the institutions represented. In the latter case he shall be entitled to as many votes as he has written instructions, provided the said delegate votes for each institution as instructed on the matter at issue.

SEC. 4. Twenty-five colleges, represented as above, shall constitute a quorum for the transaction of business.

## ARTICLE VII.

### ELECTION OF OFFICERS.

SECTION 1. All officers shall be elected by ballot at the annual convention, and shall continue in office until their successors are chosen.

SEC. 2. A vacancy in any office occurring between the meetings of the Association shall be filled by the executive committee.

## ARTICLE VIII.

### CONTROL OF ATHLETICS.

The colleges and universities enrolled in this Association severally agree to control student athletic sports, as far as may be necessary, to maintain in them a high standard of personal honor, eligibility, and fair play, and to remedy whatever abuses may exist.

## ARTICLE IX.

### AMENDMENTS.

This constitution may be amended at any annual convention by a three-fourths vote of the delegates present and voting, provided that the proposed amendment shall have been submitted in writing to the secretary of the Association at least three weeks before the convention meets, and provided that a copy of the proposed amendment shall have been duly sent to each college and university enrolled in the Association.

## BY-LAWS.

### ARTICLE I.

#### ORDER OF BUSINESS.

At meetings of this Association the order of business shall be as follows:

1. The reading of the minutes of the previous meeting.
2. The appointment of a committee on nominations.
3. Reports of officers and committees.
4. Miscellaneous business.
5. Election of officers and committees.
6. Adjournment.

### ARTICLE II.

#### ANNUAL DUES.

Each college or university that is a member of this Association shall pay twenty-five dollars annually to defray the necessary expenses of officers, committees, and administration. Joint members shall pay the same fee.

Each institution of learning that is an associate member of this Association shall pay ten dollars annually to assist in defraying the necessary expenses.

### ARTICLE III.

#### FUNCTIONS OF THE EXECUTIVE COMMITTEE.

SECTION 1. The executive committee shall be the executive body largely intrusted with the duty of carrying on the work of the Association. Three of its members must be present to constitute a quorum. Other members may be represented by written or personal proxies, provided the absent member has given definite instructions as to the action of his representative or proxy.

SEC. 2. The executive committee is empowered to transact such of the business of the Association as it may deem wise by correspondence—such action, however, to be noted by the secretary in his minutes and laid before the committee at its next meeting.

### ARTICLE IV.

#### MEETING OF THE EXECUTIVE COMMITTEE.

SECTION 1. A meeting of the executive committee shall be held prior to the annual convention for the purpose of considering



the work to be done by the Association at said convention, and questions of importance which any institution desires to suggest for the action of the whole body should be previously laid before this committee in order that it may report upon them.

SEC. 2. The president may call meetings of the executive committee at any time, and shall call a meeting on the written request of any three members.

#### ARTICLE V.

##### RULES COMMITTEES.

SECTION 1. The Association at its annual convention shall choose committees to draw up rules for the playing of games during the succeeding season, and these committees shall report the same to the executive committee for promulgation.

SEC. 2. Nominations for these committees shall be submitted at the annual convention by the executive committee. Other nominations may be made from the floor.

SEC. 3. The rules committees shall make a report to the annual convention on the rules of play adopted, and their practical working during the preceding season.

#### ARTICLE VI.

##### PRINCIPLES OF AMATEUR SPORT.

Each institution which is a member of this Association agrees to enact and enforce such measures as may be necessary to prevent violations of the principles of amateur sport such as

##### a. Proselyting:

(1) The offering of inducements to players to enter colleges or universities because of their athletic abilities, and supporting or maintaining players while students on account of their athletic abilities, either by athletic organizations, individual alumni, or otherwise, directly or indirectly.

(2) The singling out of prominent athletic students of preparatory schools and endeavoring to influence them to enter a particular college or university.

b. The playing of those ineligible as amateurs. An amateur athlete is defined as one who participates in competitive physical sports only for the pleasure, and the physical, mental, moral, and social benefits directly derived therefrom.

c. The playing of those who are not *bona fide* students in good and regular standing.

d. Improper and unsportsmanlike conduct of any sort whatsoever, either on the part of the contestants, the coaches, their assistants, or the student body.

#### ARTICLE VII.

##### ELIGIBILITY RULES.

The acceptance of a definite statement of eligibility rules shall not be a requirement of membership in this Association. The constituted authorities of each institution shall decide on methods of preventing the violation of the principles laid down in Article VI.

The secretary of the Association will furnish on request a set of eligibility rules that are recommended to colleges wishing to adopt such rules.

#### ARTICLE VIII.

##### REPORTS FROM DISTRICTS.

At the annual convention of the Association the representative of each district shall render a report on athletic conditions and progress within the district during the year. This report shall cover the following points:

1. The degree of strictness with which the principles of the constitution and by-laws and the existing eligibility rules have been enforced.

2. Modifications of, or additions to, the eligibility code made by institutions individually or concertedly.

3. Progress towards uniformity in the union of athletic interests within the district through the formation of leagues or other associations, and movements toward further reform.

4. Any other facts that may be of interest to the Association.

#### ARTICLE IX.

##### AMENDMENTS.

These by-laws may be amended by a majority vote of the delegates present and voting at any annual convention of this Association, provided that notice of the proposed amendments shall have been sent at least three weeks before the date of the meeting to the institutions enrolled.



## APPENDIX II.

### REPORT OF THE TREASURER, 1918.

Frank W. Nicolson, Treasurer, in account with the National Collegiate Athletic Association.

DR.

|          |  |           |  |
|----------|--|-----------|--|
| 1917.    |  |           |  |
| Dec. 27. | To balance forward .....                             | \$ 834 15 |  |
|          | To dues from members as follows:                     |           |  |
|          | Northwestern University .....                        | 25 00     |  |
|          | University of Illinois .....                         | 25 00     |  |
|          | College of Wooster .....                             | 25 00     |  |
|          | University of Georgia .....                          | 25 00     |  |
|          | Trinity College .....                                | 25 00     |  |
|          | Georgia School of Technology .....                   | 25 00     |  |
|          | Purdue University .....                              | 25 00     |  |
| 1918.    |  |           |  |
| Jan. 2.  | Johns Hopkins University .....                       | 25 00     |  |
| 4.       | N. C. College of Agriculture and Mechanic Arts ..... | 25 00     |  |
| 10.      | Catholic University .....                            | 25 00     |  |
| 11.      | Ohio State University .....                          | 25 00     |  |
| 26.      | Carleton College .....                               | 25 00     |  |
| 28.      | University of the South .....                        | 25 00     |  |
| Feb. 16. | International Y. M. C. A. College .....              | 25 00     |  |
|          | University of Kansas .....                           | 25 00     |  |
| 18.      | University of Wisconsin .....                        | 25 00     |  |
| 20.      | Bowdoin College .....                                | 25 00     |  |
| 23.      | New York Military Academy .....                      | 10 00     |  |
| 25.      | University of North Carolina .....                   | 25 00     |  |
|          | Lehigh University .....                              | 25 00     |  |
|          | Amherst College .....                                | 25 00     |  |
|          | Mercersburg Academy .....                            | 10 00     |  |
| 26.      | Massachusetts Agricultural College .....             | 25 00     |  |
| 27.      | Colgate University .....                             | 25 00     |  |
|          | University of Virginia .....                         | 25 00     |  |
| 28.      | Wesleyan University .....                            | 25 00     |  |
|          | Dickinson College .....                              | 25 00     |  |
| Mar. 2.  | Stevens Institute .....                              | 25 00     |  |
|          | Dartmouth College .....                              | 25 00     |  |
|          | University of Michigan .....                         | 25 00     |  |
| 5.       | U. S. Military Academy .....                         | 25 00     |  |
|          | Denison University .....                             | 25 00     |  |
|          | Westminster College .....                            | 25 00     |  |
|          | Vanderbilt University .....                          | 25 00     |  |
|          | University School .....                              | 10 00     |  |
|          | Columbia University .....                            | 25 00     |  |
|          | Hamilton College .....                               | 25 00     |  |
| 6.       | Union College .....                                  | 25 00     |  |
|          | Yale University .....                                | 25 00     |  |
|          | University of Pittsburgh .....                       | 25 00     |  |

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| 7.        | Carnegie Institution .....              | 25 00 |            |
|           | Lawrenceville School .....              | 10 00 |            |
| 8.        | Leland Stanford Junior University ..... | 25 00 |            |
| 9.        | Iowa State College .....                | 25 00 |            |
|           | University of Chicago .....             | 50 00 |            |
|           | Mt. Union College .....                 | 25 00 |            |
| 11.       | University of Oklahoma .....            | 25 00 |            |
|           | Oberlin College .....                   | 25 00 |            |
|           | Bates College .....                     | 25 00 |            |
|           | Harvard University .....                | 25 00 |            |
| 13.       | Haverford College .....                 | 10 00 |            |
|           | Phillips Academy, Andover .....         | 25 00 |            |
| 15.       | University of Pennsylvania .....        | 25 00 |            |
| 16.       | Ohio Wesleyan University .....          | 25 00 |            |
| 18.       | Rutgers College .....                   | 25 00 |            |
| 22.       | University of Rochester .....           | 25 00 |            |
|           | University of Akron .....               | 50 00 |            |
| 25.       | State University of Iowa .....          | 25 00 |            |
|           | Western Reserve University .....        | 25 00 |            |
|           | Syracuse University .....               | 25 00 |            |
|           | University of Tennessee .....           | 25 00 |            |
| 26.       | Oregon State Agricultural College ..... | 25 00 |            |
| 27.       | Lafayette College .....                 | 25 00 |            |
| 30.       | Grinnell College .....                  | 25 00 |            |
|           | Tufts College .....                     | 25 00 |            |
|           | Indiana University .....                | 25 00 |            |
| Apr. 9.   | University of Nebraska .....            | 25 00 |            |
| 15.       | Pennsylvania State College .....        | 25 00 |            |
| 29.       | Princeton University .....              | 25 00 |            |
| 30.       | College of the City of New York .....   | 25 00 |            |
| June 18.  | Pacific Northwest Conference .....      | 25 00 |            |
| Sept. 16. | Ohio University .....                   | 25 00 |            |
| Nov. 18.  | Williams College .....                  | 25 00 |            |
| Dec. 11.  | University of the South .....           | 25 00 |            |
|           | Colgate University .....                | 10 00 |            |
|           | Lawrenceville School .....              | 25 00 |            |
|           | University of Akron .....               | 25 00 |            |
|           | Washington and Lee University .....     | 10 00 |            |
|           | Hartford Public High School .....       | 25 00 |            |
|           | Johns Hopkins University .....          | 25 00 |            |
|           | Washington and Jefferson College .....  | 25 00 |            |
|           | Allegheny College .....                 | 25 00 |            |
|           | Northwestern University .....           | 25 00 |            |
| 13.       | West Virginia University .....          | 25 00 |            |
| 16.       | Franklin and Marshall College .....     | 7 45  |            |
|           | Interest on Liberty Loan .....          | 25 00 |            |
| 18.       | Case School .....                       | 25 00 |            |
| 19.       | Bowdoin College .....                   | 25 00 |            |
|           | University of Texas .....               | 10 00 |            |
| 21.       | Phillips Exeter Academy .....           | 32 32 |            |
|           | Interest on Savings Bank deposit .....  | 25 00 |            |
| 22.       | University of Missouri .....            |       |            |
|           |   |       | \$3,053 92 |



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| 1918. |     |  |            |
| Jan.  | 2.  | W. H. P. Faunce (expenses 1917 convention) .....                       | \$ 20 40   |
|       | 8.  | Convention Reporting Co. (expenses 1917 convention) .....              |            |
|       | 14. | G. W. Orton (soccer committee) .....                                   | 37 90      |
|       | 18. | F. W. Luehring (swimming committee) .....                              | 12 18      |
|       | 22. | Wesleyan Store (stamps) .....  | 17 38      |
| Feb.  | 28. | American Physical Education Association (publishing proceedings) ..... | 34 00      |
| Mar.  | 2.  | Pelton & King (printing) .....   | 258 68     |
|       | 21. | American Physical Education Association (publishing proceedings) ..... | 25 50      |
| Apr.  | 6.  | G. W. Orton (soccer committee) .....                                   | 3 60       |
|       | 16. | P. S. Page (soccer committee) .....                                    | 17 61      |
| May   | 18. | G. W. Orton (soccer committee) .....                                   | 20 44      |
| July  | 11. | F. W. Nicolson (secretarial assistance) .....                          | 40 00      |
| Nov.  | 11. | T. H. Thompson, postmaster (stamps) .....                              | 250 00     |
| Dec.  | 11. | Wesleyan Store (stamps) .....  | 24 00      |
|       | 13. | G. W. Orton (soccer committee) .....                                   | 9 00       |
|       | 23. | Pelton & King (printing) .....   | 64 06      |
|       | 27. | Balance forward .....  | 43 50      |
|       |     |  | 2,175 67   |
|       |     |  | \$3,053 92 |

## REPORT OF FIFTH DISTRICT.

DIRECTOR GEORGE A. HUFF, UNIVERSITY OF ILLINOIS.

For several years now, we have been discussing the question of the broadening of our athletic program so as to include a greater number of students from every institution and to teach them the educational values of systematized physical training. We have arrived at some very general conclusions and then promptly proceeded to forget the problem.

It was for this reason that when the call was sent out for this convention, mentioning that the chief topic would be that of reconstruction of our athletic systems, I sent out more than one hundred letters to college presidents and athletic directors in my district asking for their reactions upon the subject before us. I outlined in the letter to them the arguments advanced by coaches and professors as to the advantages of the general and specialized schemes and asked for their opinion. I sought especially to get an answer to the questions concerning why the more far-reaching program of athletics and physical training does not gain the headway that it should. I asked them to tell wherein the difficulty lay, who was at fault and who was responsible for the failure.

From these answers which I received, I found many valuable points which may help us to a solution of the difficulty. In the first place, it is plain that in a great many cases academic authorities do not take the interest in the development of general athletics that they should. It was the point of view of one college dean who took the matter up with his Board of Trustees that it is as much the duty of the college to send men into the world with the right idea about recreation and play as it is to set certain standards of intellectual attainment as requisites for a degree. He further stated that athletic associations have tried to do work for the students that the universities ought long ago to have done for themselves.

Along the same line of reasoning, it was a contention of another of our western authorities that most educational authorities do not understand the educational value of physical activities, and they are still unwilling to recognize physical education as a legitimate part of the educational training of the school and college.

From the replies received, the consensus of opinion seems to be that the academic authorities are failing to take the vital interest in the proper development of the student body along athletic lines. There seems to be some divergence of opinion as to whether or not this condition can be remedied by the installation of an intramural system of athletics. Some have said that it cannot thrive; others have argued that intercollegiate athletics is the backbone of the whole system. Certain it is that it would



not be a wise move to institute any plan that would eliminate intercollegiate competition.

Two replies have made this phase of the problem fairly clear. Intercollegiate athletics are necessary to maintain the proper spirit, even though not best for the development of the greater student body, and students are dissatisfied with a purely intramural plan. Competition with other schools is an absolute requisite to secure this proper spirit, according to them.

There also seems to be some doubt about the relation of intercollegiate and intramural athletics. One letter indicated that the reason that intraschool competition has not succeeded is because of the interference of the intercollegiate program. This view, however, was not taken by many, and it seems based mainly on theory.

At Michigan, where they have perhaps the best scheme for general participation in athletics and where two men devote their entire time to this work, actual statistics showed that when Michigan's varsity teams withdrew from competition with other schools at the outbreak of the war, there was a general falling off in interest within the school. Upon the cancellation of the schedules, it was found that there were 674 participants less, or a decrease of 38 per cent. "Michigan," states Director P. G. Bartelme, "is satisfied that the absence of intercollegiate athletics would spell doom for intramural activities."

There is one essential point upon which nearly everyone who made a reply to my letter agreed. That was the fact that the college and not the athletic association must provide the money and facilities for the furthering of the interest in athletics. Every college president and director who touched upon this phase of the subject at all stated specifically that it was the place of the academic authorities to provide a means for carrying out the plans. This is the primary feature that *must* be considered before we can proceed with the details of the problem.

In passing, it might be of interest to mention a plan of mass athletics inaugurated at Illinois last spring by Coaches Zuppke and Gill. An agreement was entered into with a number of schools to hold a "mass athletics" track meet. Each team, competing on its own field, selected three hundred men to each run 100 yards, broad jump, high jump, and throw hand grenades. The aggregate totals were compiled and the results were wired to the other schools taking part, the winner being decided upon a point basis. The plan, to me, seemed a success, when six schools, on the same Saturday, held the meet.

From these letters which I have received, I have drawn several rather definite conclusions as to who is responsible for the success or failure of the movement of "athletics for all."

1. Every college president and athletic director who says

anything about it at all, agrees that the responsibility for the providing of funds and facilities for a greater participation in athletics by students rests upon the university authorities.

2. Academic authorities and those who control college funds are responsible for the system of intramural activities, and if there is a failure, it is theirs and not the athletic authorities.

3. It has been shown by actual facts and figures, not by theory, that intercollegiate athletics tend to help and not to hinder the intramural system.

With these fundamentals to work upon, if we secure the proper interest necessary to make those people who are responsible for the furthering of the policies of the institutions see the educational value of athletics, we will have done much toward the reconstruction of athletics in our American colleges.



PROFESSOR A. D. BROWNE, OREGON STATE AGRICULTURAL COLLEGE.

The several Far Western Conferences met at the close of the 1917 football season and arranged to omit from the schedules all games requiring long distance traveling, and to substitute military camp teams. Before the college year was finished most of the teams had abandoned intercollegiate athletics because of the lack of interest in athletics on the part of students and public. Basket ball was played as formerly, but track, rowing, tennis, and baseball schedules were not carried out in the spring.

The establishment of the S. A. T. C. this fall greatly revived athletics on the coast, and, although all institutions had representative teams in football, a few faculties let it be known that the teams were representative of the military department and not the college.

The Pacific Coast and the Northwest Conferences met in Portland on December 14. Both conferences voted to return to their eligibility rules beginning January 1. All members are looking forward to conditions as they existed before the war and have arranged schedules in all sports.

Resolved, that the Pacific Coast Conference, believing as it does that intercollegiate athletics should rest upon the broad basis of intramural sports, or "athletics for every student," heartily favors any system of intramural athletics which will insure that every student in the institutions represented in the Conference participate regularly in some form of healthful sport.

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